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THE  
JOURNAL OF EDUCATION

FOR

Upper Canada.

312  
412

EDITED UNDER THE DIRECTION OF THE  
REVEREND EGERTON RYERSON, D.D., LL.D.,  
*CHIEF SUPERINTENDENT OF EDUCATION,*

BY

J. GEORGE HODGINS, LL.B., F.R.G.S.  
*DEPUTY SUPERINTENDENT.*

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VOLUME XVII.—FOR THE YEAR 1864.

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TORONTO:  
PRINTED BY LOVELL AND GIBSON, 67 YONGE STREET.  
1864.

TERMS—ONE DOLLAR PER ANNUM, IN ADVANCE.

~~Educ P 178.4~~

Educ P  
178.4  
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# JOURNAL OF



# EDUCATION,

Upper

Canada.

VOL. XVII.

TORONTO, JANUARY, 1864.

No. 1.

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## RECENT EDUCATIONAL SPEECHES IN ENGLAND.

JOHN ARTHUR ROEBUCK, ESQ., M.P.

BENEFITS OF EDUCATION TO THE WORKING MAN.

FROM an Address on Education delivered by Mr. Roebuck in a Congregational School House in Dorsetshire we make the following extracts:—

"As it is my wish to point out to the working man the great advantages of education, I will speak firstly of Education as giving him the means of raising himself among his fellows, of carving out for himself a great fortune among his fellows. Now this, Sir, seems to me to be a great mistake. Very few people can draw prizes in the great lottery of life: where one man makes his fortune a million must rest where they began. Therefore, the great object I have in view is to point out to the working man the benefits—the great benefits which he may derive from education itself—to make him understand that his life will be purer, his life will be better, his life will be a more virtuous life if he has obtained the benefits of education. I don't point out to him such great examples as George Stephenson, who at eighteen years of age did not know how to write; that man taught himself how to write, taught himself everything that he knew; he acquired a great fortune, and was, in fact, the father of all the railways in England. That man's life is almost a miracle, and I would not point out to labouring men him as an example, because millions of labouring men cannot attain that which he attained. But every working man can get the benefits of education, can derive the advantages, such as no other means can give him, which would make him a happier and better man. (Applause.) Now, sir, it is not for me to say

whether among the various races of mankind one is better or more capable than another; but we say this of the race to which we belong, that we are among the foremost of mankind: that England has exhibited in all her classes the greatest possible greatness to which man can rise. (Hear, hear.) Our nobles, our gentry, our merchants, our clerical class, our lawyers, our farmers, our working men, have shown themselves to be among the foremost of mankind. Therefore I say to you who are among the working men of this country, who are possessed of great intellect, which God has given you, but from the want of education have not the opportunity of making use of it, that indeed like the bright diamond hidden in a dark cave:—

"Full many a gem of purest ray serene—  
Full many a flower is born to blush unseen  
And waste its sweetness on the desert air."

So it is with my fellow countrymen. There are millions of you who are possessed of great abilities, of wonderful capacity, who are bound down and grovelling in a state of ignorance. Why is this, sir, I would ask you? What are the pleasures of an ignorant man? I would ask you to make a comparison between the pleasures of that man and those of the educated man, and by that comparison would woo you to see that intellect exalts each man who has availed himself of the advantages of education. And why? The uneducated man is born to labour, and passes the greater portion of his life in labour; but there are hours when he is unemployed, hours of leisure. And how does he employ those hours? Unfortunately, for the most part in sensual enjoyments, by which he recreates himself, by which he gets rid of that which is more painful than labour, the tedium of his leisure time which sometimes he acquires. Now, sir, what does an educated man do? His enjoyments are multitudinous. No hour of any man's life may be without the enjoyment of a book. No matter what may be your state of mind, no matter what may be the state of mind of those who surround you, a book is ever your equable, calm, and generous friend. You open it, and there is spread out before you the wealth, and mind, and language of the author. On every occasion he is willing to come forward and benefit you. I would say to you, learn all that the knowledge by which you are surrounded can give to you: and there is one thing above all others which I desire you to remember, and that is that it is within the reach of every working man to attain to pretty nearly all the enjoyments of civilized life. I am not speaking of the enjoyments which wealth gives. All the pleasures of civilized life are

within the reach of all classes of society, but they are only to be obtained by the improvement of the intellect. I am one of that terrible class of politicians called Radicals. My Radicalism, however, does not consist in putting everybody down; my desire is to raise everybody up. (Cheers.) I believe the working men of England have—and I say it advisedly—as much power of obtaining all the elegancies of life as the man who dwells in a palace. Suppose now—and let me urge this upon your attention—suppose a young man marries early in life and becomes the father of a family, and that family grows up into boyhood and girlhood. Suppose the children are instructed and the father is not. The father, if he be a good man, stays at home in the evening with his wife and children; he does not go abroad for excitement, but his children, availing themselves of the knowledge they have acquired, read to that father, and thus convey to him the knowledge which they have obtained by means of availing themselves of the advantages which associations like this bestow. It is that more than anything else which I wish to point out to my fellow countrymen. Foreigners invariably remark that though in England there is perfect liberty, a man may say anything he pleases so long as he do not injure his neighbour, and may do what he likes so long as he do not injure his neighbour—there is no great potentate to say you shall not print, you shall not speak, you shall not think; any man may speak, think, and do what he likes, so long, as I have said, that he do not injure his neighbour. Yet the foreigner remarks that between the various classes of Englishmen there is a greater chasm and a greater separation than there is in any country on the Continent; that the labouring man in England is not in any way a companion for, and has no means of consorting with the gentleman; and it is true. The gentleman, also, although he may be kind in his behaviour, though he may be a good man in all his relations of life, yet he shrinks from the bench of the labouring man. Why is that? It is because the labouring class of this country is not endowed with the winning manners that the labouring classes of other countries possess. Now I want to break down this barrier of separation; I want to make the labouring man in all things—in his character, in his manners and his intelligence—quite equal to any other man in the country.

#### EVILS OF KEEPING CHILDREN FROM SCHOOL.

Now, we are told here this evening that the little people, the quarrymen, go to work at seven years of age. This is a mistake on the part of parents. (Hear, hear.) It is throwing away their capital, it is living upon their capital. If you sent your children to school until they were of the age of twelve, and then had them back after they had gained the means of acquiring knowledge of an elementary character, the education given them would be far richer for the poorer class of men than if they were sent to work when seven years of age. Now, Sir, I will endeavour to address myself to those who are striving to educate the class by whom they are surrounded. The great difficulty you have in educating the people is that the fathers take their children from school too early, but if they were told, by allowing their children to remain at school until the age of twelve, what advantage they could acquire from the habit of reading, what great use and great pleasure they could obtain for themselves by acquiring the habit of writing, and what great advantage they could obtain by acquiring the first rules of arithmetic, every one of them, I think, would say with us that it was a great point gained. (Cheers.)

#### ADVANTAGE OF SHORT SCHOOL HOURS.

Now, Sir, it happens that amongst my friends, one who is very enthusiastic, one who has paid great attention to the subject of teaching, with his friends, has endeavoured to find out whether the hours of instruction might not be greatly shortened, and I moved, Sir, in the house of Commons for this return, which I believe was printed by order of the House of Lords. This is a return containing an inquiry into the advantage of what is called the "short time" system in teaching. My friend and his friends thought that the time of children was occupied too much in teaching and that their minds were strained and overburdened, and that they did not learn nearly so much as they would if half the time were employed in teaching them, and they advised the adoption of the short time scheme—taking half the usual time for instruction, and the other half for drilling them as Volunteers are drilled and as sailors are drilled. They employed these means, and the consequence was that the children who spent half their time in scholastic instruction learnt quite as much as those who spent their whole time at it, and that they freed themselves from awkward habits by means of the Volunteer and naval drill. Now, I wrote to my friend when I was first spoken to on this subject, asking him to tell me what he thought on the question, and he wrote me a letter which, with your permission, I will read. It is very instructive and very amusing. The hon. gentleman then read the letter of his friend, in which the writer said that the systematic infliction of punishment, mental as

well as bodily, inseparable from the old plan of teaching, was altogether wrong. He made it a rule to discharge any groom who whipped his horse, for where one required punishment 99 out of 100 were spoiled by it, and so it was with children. Schoolmasters in the half-time schools and schoolmasters in some of the best schools in the land never used corporal punishment. With respect to the reduction of long hours of study, he was of opinion that after too long a period of sedentary confinement, the attention of the pupil would flag. A good teacher would adapt his lessons to the capacity of the child, and would make the value of the lesson sustain itself by the interest he infused in his manner of teaching. When the voluntary attention of the scholar flagged, when coercion was required to keep up his attention, then it was time to stop. The writer proceeded to mention what he had been told by Sir Edward Hay, who had great acquaintance with children, respecting a small school which he had visited. The hours were reduced from six to four, and the system of drilling had been adopted, and during the first year of the new plan the number of non-attendants on account of illness was but one-tenth of the number formerly. The reduction of the long hours was the reduction of great weariness, and the consequence was that the number of malingerers, or those who shammed illness, was very great. The scholars were not now so desirous of escaping from school as formerly, and did not wend their way to school with such gloomy forebodings of punishments as before. The children, the writer continued to say, should have just enough of lessons to give them a relish for play, and just enough of play to give them a relish for their lessons. The physical and mental exercises should be so adjusted as to stimulate each other. One point (continued the writer) to be enforced in connection with the half time school system is that instead of sacrificing the domestic economy to the school, the school adapts itself to the domestic economy. Children cannot too soon be got into the moderate sphere of the business of life, and the half-time system, if it is properly alternated, should have reference to the actual business and daily life of the child, while the elementary instruction should make the children ready to read to their parents. The boy who has acquired the necessary education is thus enabled to derive all the pleasure and advantage that reading gives to the reader.

#### VOCAL MUSIC IN SCHOOLS.—AN ILLUSTRATION.

In all elementary classes vocal music ought to be encouraged as a means of cheering the family circle. I will stop one moment here (continued Mr. Roebuck) to describe the school that was established by Mr. Ottery, a clergyman of the Church of England, who has a cure at Windsor, and who is also a teacher at the school at Eton. At his invitation I went down to Windsor, and saw a new building raised entirely by the people who supported the school. The school was after this fashion. Within, the children were singing, not ballads, not wild songs, and not, if I may use the phrase, black-guard tunes; but they played the whole of the *Messiah* of Handel, and sang the great parts of that great work. I went down afterwards and saw a band of Volunteers out of the school, who marched into a building underneath, for it happened to be bad weather, and a finer set of young fellows I never saw. They were all working men's children, the sons of railway porters, the sons of farm labourers, the sons of servants—they were all the sons of working men, and these boys were as thoroughly gentlemanly in their manners as any of the young gentlemen at Eton. I never enjoyed a day of more happiness than the day I beheld that school. Mr. Ottery told me that one of our consuls at a port in the Mediterranean wanted a servant, and he sent him one of the boys out of his school. No sooner had the gentleman got him over than he said, "This boy can do a great many things; I will make him my secretary." Soon afterwards the secretary wrote to Mr. Ottery to send him another boy out for his servant, and, accordingly, another boy was sent out, and thus became the servant of his fellow-scholar. (Applause.) Now, this is a proof that education does not simply mean the education of the intelligence, but the boy's manner, his whole character, to make him so that his master, like the consul, could trust him in any real difficulty, or in anything of a serious character—trust him, in fact, sufficiently to make him his secretary. But, Sir, I do not adduce this as a thing that may happen to a great number of people, but I adduce it to show that the kind of teaching at that school made the man in all his thoughts, his feelings, his way of dealing, a gentleman, although he was but a labourer's son.

#### ADVANTAGE OF MILITARY DRILL IN SCHOOLS.

Now, Sir, I have here a report which contains a series of evidence from which I have made a great number of extracts. One extract is the evidence of the schoolmaster of a district workhouse in North Surrey, and to this statement I wish particularly to call your attention and the attention of my young hearers present. The question put to him is, "What has your experience of military drill been in mental and bodily drill?" The answer is, "The effect of military

drill will best show itself by its discontinuance. In 1857 the drill master's services were dispensed with by the guardians. The consequence was to make the school altogether another place. In six months we lost £200 in wear and tear of clothing, breaking of utensils, breaking of windows, pulling up grating, spoiling the walls; in fact, a spirit of insubordination pervaded the house. In the workshop they were insubordinate, and the master shoemaker and master tailor called upon me to coerce these boys. This state of things induced the guardians to reinstitute the drill, and the school then changed back again, the ordinary behaviour was resumed, and they were all kindly and well disposed." Now, Sir, I ask you to look at that fact; I think it will give much important and useful information. "Well, what conclusion do I draw from these observations?" It is this,—that there is no man among us so poor but that he is able to send his child to school, and send him for a sufficient time to learn that which by this system can be gained. When you come to read that report you will find that man after man, school-master after school-master, say,—take a child to a well-instituted infant school, teach it to read, teach it to write, and give it all other elementary instruction: well, suppose the child is in the school till he is seven years of age, which is a long period for an infant school, at the age of ten he will have received an indelible education; he will have received the means of enjoyment through life; his whole frame of life will be so fashioned that he will be industrious and civilized. This, Sir, seems to me a most encouraging and cheering thing; it shows us that we have driven away a mass of ignorance and folly which before obstructed us in our work of education.

#### DUTIES OF THE WELL EDUCATED CLASSES TO THE SCHOOL.

Now, Sir, I will address myself to the gentry around me. It is not sufficient to instruct a man in reading, writing, and arithmetic. If you leave him there, you merely put the instruments into his hands that make him more mischievous than he was before. What you have to do when you give them these instruments is to fashion them properly, and especially his manners, and then, after you have given him these instruments, you launch him upon the stream of life, and he is sure to find a safe and happy harbour. Now, Sir, one of those teachers says he always persuades ladies to visit his school. Their manners, their behaviour, are looked upon by the children—and what so observant as a child? They look upon what passes around them and see the great beauty of good manners. If you compare the manners of an educated man—and I use the word largely—and those of the uneducated man, is not the one gentle, kind, and good natured—is he not the life and the pleasure of the society in which he lives? Is not the other, cruel, morose, and selfish? There is no greater difference between the uneducated man and his fellow labourer, the ox, than between the uneducated man and a man like Newton. What a difference we can make in this respect! It is within our own hands; we have the means within our grasp; and it lies more with the gentry of this country to pervade with their kindness of manner and tenderness of feeling the working classes around them. It behoves them to do this; it is their duty to do this. It is not simply that they have the greater means because they are wealthy, but they have great means by means of their example. If they were to mix more with the labouring classes—and where better than in the school?—if they were to mix more with and take more interest in the existence of their fellow men who live around them, their presence would be as the sun shining upon the cold earth, bringing up and vivifying the seed that is within it.

#### MR. ROEBUCK'S PERSONAL REMINISCENCES.

A vote of thanks was then awarded to Mr. Roebuck. He said: The rev. gentleman who seconded this vote of thanks alluded to my efforts in the House of Commons. I may, as an example and an illustration, say one or two words. Very early in life, having been connected with those who took a part in the affairs of the nation, formed a resolution that I would also be a member of the House of Commons. But I thought there was an education to be gone through before I offered myself as a member of Parliament, and that education to me was quite as difficult as the education you are about to give. I went through it with great labour, but I went through it (hear); with great pain, but still I did go through it (cheers), and I believe that what good I have been enabled to do is the result of that education. Now, I will apply this as an argument and illustration to you. You have life—now I am talking to the young people—you have life; God has given us this earth to be the means of our enjoyment. He has so given it that for the purpose of enjoying it we must work out the means, and in this intelligence and labour are necessary. Labour you are ready to give; intelligence I entreat of you to obtain. Inasmuch as this world will not give up its riches but to those who are intelligent and industrious, I ask you to acquire that knowledge by which you may be prosperous and happy, and I am sure you will be compelled to be industrious.

#### II.—THE RIGHT HON. LORD STANLEY.

##### PRACTICAL GOOD OF SCHOOLS OF SCIENCE.

On the 8th ult. Lord Stanley, M.P., presided at the prize delivery of the Liverpool School of Science. The noble Lord, before presenting the prizes, said such a School of Science was peculiarly fitted for a town like Liverpool, whose population had quadrupled in the present century, whose trade had doubled within sixteen years, and which was even now increasing, with a growth yearly more rapid. The practical good to be derived from schools of science is twofold: first, it tends to give men practically engaged in various pursuits of knowledge the principles which they have to apply; secondly, it enables them to work intelligently as men, and not blindly as machines. Partly, also, it serves to correct a vague, loose habit of thinking, by a training more strict and severe than that of ordinary life.

##### DEFECTS IN THE SCIENTIFIC EDUCATION OF THE UPPER CLASSES.

Even in the education of our upper classes, too much time is given to the study of the work of man, and too little to that of nature. There is no reason, as times are, why a young lad should not go up to college after having carried off the highest honours of a public school, perfectly well skilled in Greek and Latin verse, who may hardly be able to give a rational explanation of why a river runs downhill, or why the heating of water in a boiler makes a ship move. I disparage no kind of culture, but object to that exclusive devotion to any which practically excludes science. Those who really learn anything get a very one-sided teaching; and those to whom such studies are not congenial learn nothing at all but habits of idleness. At the best foreign schools it is otherwise, and, however ours may excel them in moral and physical discipline, in point of intellectual training we have something to learn from them. With regard to the other part of the subject, I believe no one here who has looked into the history of inventions, especially as applied to the manufactures of this country, can be unaware how constantly it happens that men have arisen from the ranks, and have worked with their hands before they worked with their heads. Men like Crompton, Arkwright, and the elder Stephenson—and living instances are not wanting—have been the authors of the most important practical applications of science to industrial purposes. Now, such men I would call as witnesses to the value of a school like ours. You may say, "If they have succeeded, what need for their successors of advantages which they had not?" My answer is, "You know what has been done, but you don't know what might have been done." Brain power is too rare and valuable to be allowed to run to waste; and if it were possible to take stock, and see how much has been employed, we should be astonished at the labour, perseverance, and ingenuity expended, either in trying to solve impossible problems, or wasted upon problems which already have been solved. In the one case the discoverer is looking for that which cannot be found; in the other, he is like a man toiling through a dense untrodden forest, cutting his way at every step, and ignorant that within a few yards of him there is a good made road leading to the point where he wants to go. I am not talking of what is called popularising science; of all kinds of cant which have hindered the advance of education, that is about the most foolish. In one sense science will always be popular, in another always exclusive. You will never have in any rank more than an infinitely small majority whom such pursuits will really attract; but, as an equal chance in what rank of life such men will be found, our design is to give to all within our reach an equal opportunity of developing in that direction such faculties as they may possess.

##### DEMAND FOR SCIENTIFICALLY EDUCATED ARTIZANS.

There is one word here for the common objection of "What will you do with your carefully-trained student, when you get him?" Every manufacturer in Lancashire will tell you what is his use and value. The demand in ordinary times far exceeds the supply, and if that be so under our present system of employment, it will be even more so under the influence of that co-operative system which is slowly but certainly extending itself in every great English town, and which is, as I believe, destined to modify the relations of labour and capital. It is to industrial science that we must look, undoubtedly not as a sole, but as an indispensable means towards the development of a higher civilisation. There is a slavery which we all want to do away with—the slavery of man to man; but there is another kind of servitude, less bitter, because not created by the tyranny of man, but of circumstances—that of those whose whole existence from day to day, and from youth to mid-age, is an incessant, unrelieved struggle to supply their simplest bodily wants. What is the first step to raise to a better and sounder position? Laws can do nothing: charity can only do what, generally speaking, is worse than nothing. What they want is to have a part of their drudgery taken out of their hands, to have slaves who shall work for them, not human slaves—God forbid—but to be able to summon to their aid



those hidden powers of nature which it has pleased our Maker to subject to the control of man's intelligence and will—the winds of heaven, the water of our rivers, the forces stored in our coal-fields—multiplying a thousandfold the power of human muscles, and giving leisure therefore for human thought.

#### IMPROVEMENTS IN MACHINERY BENEFICIAL TO MASTER AND WORKMAN.

I know it is sometimes said that improvements in machinery have benefited the capitalist, and not the operative. Is that true? Do you think it true? I wish I could appeal to those who are personally concerned. There cannot be a more unfavourable moment for comparison than the present; but even now, is there an operative in Lancashire who would wish to go back fifty years, when there was far less machinery than now, or a hundred years, when there was no machinery at all? Such a question answers itself. There may be temporary loss and suffering in every change, for our society is old, and its arrangements are necessarily complicated; but the history of science is the history of improvement—of conquests of man over nature won and never lost again; of victories which benefit all and injure none—of the produce of all the earth applied to the use of all, intelligence substituted for brute force, skill of toil, of life lengthened, disease rendered less severe, leisure more abundant, knowledge more ample, and man better fitted for the higher destinies which I believe it is the purpose of Providence that he should fulfil. Gentlemen, if in any, even in the humblest degree, our school assists in the accomplishment of this great purpose, it will have fully answered the ends of its promoters.—*English Journal of Education.*

#### III.—THE RIGHT HON. LORD BROUGHAM.

##### REVIEW OF BRITISH EDUCATIONAL PROGRESS DURING 1863.

The venerable Lord Brougham in his inaugural address as President of the Association for the Promotion of Social Science, thus reviews the British educational topics and progress of 1863:

The progress made in the department of education during the last year has been very solid, though less showy, than that recorded at our former meetings. The half-school system of training, physical and mental, has been adopted in the army by the Education Council. The Commission of Inquiry into the employment of children in various manufactories have reported in favour of the half-school plan. The attention of all engaged in the management of schools to the physical as well as mental training of children has lately been recommended with great power in a most able, though unpretending, tract by a well-tryed teacher, Mr. Wilmot, of Cheltenham—a tract full of important matter upon education, the result of the reverend author's experience, and judiciously expounded. Mr. Chadwick has fully examined the plans of instruction pursued in various seminaries, and the result of his inquiries has been in many important particulars favourable to the schools and teaching in Scotland. The Educational Institute of Scotland, at its last yearly meeting, received an address of its president, Mr. M'Master, containing important suggestions on the training of candidates for examination. But the objection to all superintendence of Boards or other bodies authorized by Government on the ground of expense that might be saved is more than doubtful, and deserves full inquiry in our Educational Department, as does the great controversy between the Privy Council and our worthy colleagues the Lord Advocate and Mr. Black upon some points, especially the support refused to Ragged Schools. It would be wrong to pass over the fact of the Scotch system having for more than a century anticipated the important step of late taken in England, of granting substantial advantages to competitive examination. Reference is here made to the general course of advancement by bursaries in the schools, and by exhibitions in the Universities, of which there are only a very few instances out of Scotland. These benefits extend to all ranks. A distinguished professor in one University had in early years worked at his father's loom. A learned friend of mine, who became judge in the Supreme Court, owed his education at Oxford to an exhibition from Glasgow College. He was a baronet's son; but the son-of a peasant on his estate might have gained the same place at Oxford, and then, instead of being called to the Bar, would probably have gone into the Church. The mixture of ranks in schools, male and female, has important advantages, both social and political. It is impossible to avoid remarking the wholly erroneous influence against education drawn by many who have observed with horror the dreadful excesses of the multitude in what is believed to be the country in the world best educated, the American States. It must, however, be remarked, that the Americans themselves complain of the defective kind of education afforded to the people. The report of the City Superintendent of Schools at New York, made only three years ago, dwells upon the "large masses of ignorance" (these are his words) "combined with destitution and vagabondism which are to be found in all our cities and towns," and he calls for a compulsory education of the multitude.

The effects of education in this island have appeared most strikingly of late years in many respects; but perhaps sufficient atten-

tion has not been given to the extraordinary diffusion of useful knowledge, as well as harmless amusement, in cheap publications. The subject was dwelt upon at our former meetings, particularly at Liverpool, and the progress has since been very great. In the retrospect of former years it would not be easy to enumerate all the benefits bestowed on our countrymen, wherever the language is spoken, by the admirable publications of Messrs. Chambers. They have been followed by others in the preparation of works inculcating the purest moral, political, and religious principles, and explaining the truths of all sciences. The circulation of cheap works is now enormous, and the low price marvellous. It may suffice to mention such as the half-crown volumes of Messrs. Houlston and Wright, sold to the extent of three-quarters of a million; the *British Workman*, by Mr. Smithies, at the penny, containing admirable prints. So do the various publications of our worthy colleague Mr. Cassell. Mr. Cassell and his partners may well say that they have converted every poor man's house into a school of moral and religious instruction. These are great things, on which the friends of social science may rejoice as having been done of late years for the advantage, moral as well as material, of the people, and especially of the middle and working classes. Above 60 years ago Robert Owen and his partners in the great spinning mills of New Lanark made the workpeople partakers of their profits by educating their children and giving them such instruction as not only fitted them for the work at the mills, but for any other employment. Indeed, he was the founder of infant schools as far as this island is concerned, the only question being whether Oberlin, in Alsace, had not founded them a few years before. The manufacturers of Lowell, in America, adopted the New Lanark plan in the whole extent of their great concerns, and the good feelings which prevailed between employers and workpeople distinguished the inhabitants of Lowell almost as completely as those of New Lanark, while the education of all classes was as entirely successful.

#### IV.—THE LATE MOST REV. DR. WHATELY.

##### DUTY OF COOPERATION FOR THE PROMOTION OF EDUCATION.

At the last annual visitation of his United Dioceses, the late Archbishop of Dublin made the following remarks respecting the National System of Education, of which his Grace has been a consistent advocate for twenty years:—"It is not, however, too late, even now, to effect something in the cause of popular education, though far less than was apparently within our reach several years ago. We may yet be able, as it were, to obtain one Sibylline book at the price which three would have cost some time back, and when we cannot do all that we could wish, we should yet strive to do all that is possible. The system, accordingly, pursued at Trinity College, Dublin, is, as is well known, to impart secular instruction to its members, of whatever persuasion; and religious instruction to all who will accept it, but to force it on none; and it seems but fair to proceed on the same principle in our dealings with our poorer countrymen. To force people to receive true religious instruction is what we have no power to accomplish, and no right to attempt; but it is something gained if the mass of the people are enabled to read a copy of the Bible when put into their hands; and where but very few have this power, the circulation of useful books is, of course, of small avail. Something again is gained, if the children are taught to read from books at least not positively pernicious, and something more is also gained by the diffusion of useful secular instruction. It is, indeed, a truth often elaborately proved, and ostentatiously proclaimed, though it has never been disputed, that mere secular knowledge and mere intellectual culture do not constitute a complete and sufficient education, any more than the ploughing and manuring of a field are sufficient culture without sowing it with good seed, but these prepare the land for the reception of the seed. And even so it is with education; gross ignorance and want of exercise of the rational powers leave the mind as it were untilld, unfitted for the reception of truth, and prepared to adopt the most absurd superstitions."

#### V.—THE EDUCATIONAL SECTION OF THE SOCIAL SCIENCE ASSOCIATION AT EDINBURGH.

Numerous topics of direct or indirect interests to the Scholastic Profession were discussed at the Meeting of this Association, which took place during the past month at Edinburgh. Had our space permitted, we should gladly have given our readers a fuller report of the proceedings of the Educational Section, but we are compelled to content ourselves with briefly noticing the subjects and bearing of some of the more important papers and discussions:—

The business of the Department was opened by the reading of papers on University Education. The Rev. C. R. Badenoch proposed the opening of classes in Arts in the morning and evening, at such hours as would enable young men in business to attend as at the University of London, and thus in due time to qualify themselves for the degree of Master of Arts. In a paper by Dr. George

Lee, it was contended that, in addition to the professorial system at the University, there should be permitted supplementary teaching, commonly called extra-mural or extra-academical teaching, and that under this combined system Graduates who had passed a certain examination before the University Court on the particular subject which they purposed to teach, should be admitted as qualified Teachers in the University, and that attendance on their lectures should rank for degrees equally with those of the Professors. In the discussions which arose on these two papers, Professor Bleckie and Dr. Lee were both opposed to the opening of morning and evening classes; but the former advocated the principle of appointing Professors to a faculty and not to a subject; whilst the latter inclined to the appointment of extraordinary Professors, as in the case of the German universities. The admission of women to academical degrees was a subject dealt with in a paper read by Mr. W. A. Brown, in which he contended that to confer degrees on women with a view to the exercise of many of the professions in which men are engaged, would be to destroy a difference between the sexes which had been hitherto recognized as a law of nature. In the remarks which followed, it was stated that in former years women had not only been permitted to take degrees in Italy, but had acted as Professors. The Census returns proved that women were practically engaged earning their bread in the same way as men; and it was contended that the granting of degrees would be a great boon for them in seeking situations for which they were qualified, and that it was an injustice to debar them from occupying such positions as their Creator had endowed them with faculties to fill. In connection with the subject of National Education, Professor Milligan, in a paper on "The Parish Schools of Scotland," dwelt at much length on the beneficial results which had flowed from the parochial system, so long and so happily established. He deprecated the introduction of the Revised Code into Scotland, and asserted that the direct effect of it would be to run counter to the principles of the old parochial system—that it would neglect the religious element, and make reading, writing, and ciphering the sole branches of education on which the pecuniary public grants would be awarded; that it would destroy the security of the teacher's income, and hamper his freedom. He there called upon the different churches of the land to try to come to some common understanding respecting it, and so to unite and prevent the indefinite extension of a system which possesses little in common with all of the past that has been productive of the greatest good. Mr. Fraser, while deprecating the introduction of the Revised Code into Scotland as fraught with many evils, suggested the appointment of a Royal Commission of Inquiry with a view of propounding a national system of education for Scotland, and in this suggestion he was supported by Mr. Adderley. Mr. Adderley pointed out that the essence of the Revised Code was to get rid of all interference in local schools at the instance of the Privy Council, and to throw the management of them on the local supporters. The Lord Advocate expressed himself as by no means satisfied with the state of education in Scotland; but pointed out one advantage possessed by Scotland, which had been remarked on by the Rev. Sir H. W. Moncrieff—namely, that there existed none of those serious doctrinal differences which stood in the way of a national system in England. From the experience of the past he argued that attempts at legislation in the direction of a national system for Scotland would be hopeless until Scotland herself took the initiative, and put forth a system in which all would concur.

The address of the President of the Section, Mr. Nassau Senior, was delivered on Friday, we hope to be able to give Mr. Senior's valuable paper in extenso in a future number.

The unsatisfactory position of middle-class schools, contrasted with the schools for the richer and the schools for the poorer classes, was brought under the consideration of the Department in a paper read by the Rev. J. P. Norris.

## CANADIAN SPEECHES ON OTHER TOPICS.

### I.—THE PIONEER BANQUET AT LONDON, UPPER CANADA.

London has taken the lead in doing honor to the men who first entered the unbroken forest, and to whose industry, perseverance and enterprise the present inhabitants of Upper Canada are so deeply indebted.

In view of the fact that the old settlers are fast passing away, we have several times suggested that some one individual in each township or county endeavor to gather up the incidents relating to the early settlement of the district. The best thing of the kind is a History of Shipton, published by the Rev. Mr. Cleveland, ten or twelve years ago. Mr. Croil's history of Dundas is a much more extensive work. If the local historian cannot be found, perhaps the next best thing that can be done is to hold a banquet similar to that at London, and there let the old settlers give their experience of bush-life and the history of the growth of the settlement into a

village or town, or into a large and prosperous farming community. On Thursday last, about 300 guests sat down to dinner in the City Hall, under the presidency of Col. J. B. Askin. After dinner the Bishop of Huron returned thanks. Several of the guests then gave addresses, abounding with reminiscences of the early settlement of the country. As these recollections form part of Canadian history, we condense the addresses, retaining the more important facts, and most interesting incidents.

Col. Askin spoke in substance as follows:—On the 5th of Feb., 1793, Gov. Simcoe journeyed from Navy Hall to Detroit, and from there back. About 1793, Capt. Ryerse came to Long Point, and settled at what is now Port Ryerse. There was only one settler at Nanticoke Creek, Peter Walker at Patterson's Creek, and at Long Point Bay, D. Sawyer. At that time there was a partial settlement at Niagara. In or about 1802, Col. Talbot, Col. Salmon and D. Rolph's families subsequently settled in Long Point county, and in consequence of the Proclamation issued by Governor Simcoe, inviting the United Empire loyalists to come to Canada, Capt. Walsh, Capt. Hutchins, and Capt. Miller, availed themselves of the opportunity. About the year 1803 a large number of the settlers came to this Province under the auspices of the proclamation of Governor Simcoe, inviting the U. E. Loyalists to come to Canada and they would receive grants of land. Many came through the wilderness then existing between the Mohawk River and the lakes, wending their way by boats up the Mohawk and to Wood Creek, then down the stream till they came to the waters of the Lakes to the Niagara; thence over to the Chippewa, and thence by boats and other crafts to the places of settlement also by water, to other places along the shores of Lake Ontario, wending their way interiorly, to Burlington, and other places. A Mr. Bealy was at Hamilton between 1793 and 1803, a period of ten years. We find several settlements were formed—We find them in Oxford, on the River Thames. These settlements would seem to be under the auspices of Major Ingersol, the late Mr. Putnam, Mr. Bostwick and Major Watson. At Dundas we find the late Richard Hale and his brother Samuel Hale. As late as the year 1812-13 there was a vast space of the country still unoccupied and unsettled; and yet in the year 1803, or 1804, the Hon. Col. Talbot was authorised to form a settlement of the waste lands of the Crown, and he, with great wisdom and forethought, laid out and located the emigrants seeking a home in Canada in the townships of Middleton, Houghton, Bayham, Malahide, Yarmouth, Southwold, Dunwich, Aldboro', the present township of London, Oxford, Tilbury East and West, Dawn, as well as in Westminster, establishing thereby a prosperous and happy home for thousands of those who are now independent, whose industry is an example to all settlers in any country; and let me add that this very city of London was located by him to actual settlers, himself setting the example by going to the woods and cutting down the first trees. Between the years 1804 and 1830, we find the settlement progress not very rapid, yet going on favourably. In 1832, a new impetus was given to the settlement of Canada by further invitation made to the people in England; then came the emigration to the settlement north of the river Thames. The officers and soldiers who fought in the Peninsular campaign came, and among them I may name the Talbots, the McIntosh's, the Radcliffes, the Johnstons, our worthy friend Capt. Beer, Capt. Begly, Major McKenzie, Colonel Thompson, and with them the late Chancellor, and our Revd. guest the Bishop of Huron. Shortly after this, Mr. Wilson Mills and many other valuable settlers, who are still with us, prepared to overcome the difficulties of a Pioneer life!

Col. McRae said his father came to the Province in 1788, and in 1790 he came to the Upper Province. The only mode of communication then was the batteaux. They went about subduing the wilderness till the war broke out. On the 5th of Dec. 1812, near where he then lived, a battle was fought. He was himself then a boy, but he remembered the battle of Raventown, where Tecumseth was killed. After this the country improved very slowly; only one log tavern was in London then. He, Col. McRae, had the honor to be the first pioneer who started a line of stages in London. He would now come down to the rebellion. A flag here to-night, purporting to be the flag of the volunteers of Kent; that company, he could say, were composed of robust gentlemen like himself. In 1837 they marched down to meet the American sympathisers, up to their middle in a swamp and repulsed the invaders, and they would do so again.

Jas. Ferguson, Esq., Registrar of Middlesex, had resided in the county of Middlesex for over 40 years. He had come into the county when it was an unbroken wilderness; he had passed through the section of the city—the very spot where they were seen holding their festivities—when there was scarcely a white man near it, when there was no blacksmith or other trade, when, in a word, the country was a forest. In 1824 the population of what is called the London District, comprising the present counties of Middlesex, together with East and West Elgin, numbered only 16,610 inhabit-

ants. In 1861, what was it? No less than 166,930. In 1824 Middlesex proper contained 8,080 inhabitants; by the census of 1861 it had increased to 84,423. In the early day he (Mr. F) was speaking of, there were only five grist mills, each with one run of rock stones, and four saw mills in the entire district. The number of frame houses was 17, and the number of square log houses but four.

Capt. Doty, who came to Westminster in 1812, next spoke. There were only sixteen families in the united township of Delaware, Dorchester and Westminster. At the time war was declared there came a company of dragoons along who forced me to go to Windsor. I was absent for thirteen days, leaving Mrs. Doty to the mercy of the wild beasts of the forest, no inhabitants being within three miles. She had her own wood to cut, and the cow to hunt after over the forest, whilst, at the same time she carried her babe in her arms; and the circumstance of my being away occurred very often; and I leave you, gentlemen, to judge for yourselves as to the hardships the pioneers had to go through when there were no doctors nor midwives to be found within the space of twenty-five miles. We had to go to St. Catharines for our salt; in fact, I was gone seven days for six bushels of that substance. The American troops came through in 1813, and burned all the mills from Windsor to the Grand River at Brantford. We had then to pound our grain, boil it whole, or go 60 miles to mill in Blenheim. In the midst of such a delightful country, exhibiting such signs of wealth, happiness and prosperity, with the vast concourse of well-to-do people full of health, activity and spirited enterprise before us, we can scarcely bring ourselves to contemplate this place as a wilderness 38 years ago, but such it was. Much as we may be surprised and delighted with the contrast that now presents itself to us in the township in so short a space of time, we must remember that the other townships of this Riding present an equally remarkable contrast. In 1812, only fifty-one years since, there were no stores or licensed inns in this whole County of Middlesex, extending from Longpoint to Brantford, and from Lake Erie to Goderich; and the the assessment roll, which may be said to embrace almost the whole of the inhabitants of the county, contained only seventy names—the whole assessment could have been taken upon a single sheet of foolscap. What would be the size of the sheet upon which it would be taken to-day? Thus have we advanced—fine cultivated farms, good substantial buildings, many of them conspicuous for their architectural beauty, as well as convenience and utility; good roads, thriving towns, busy villages, much frequented churches, school-houses, and mills occupying the grounds where forty years ago, stood the mighty unbroken forest. The hum of civilized life salutes the ear here to day of numbers who trod this then wilderness, with few sounds falling upon the ear save those of Nature in her wildest state—the howl of the wolf, the screech of the owl, and the snort of the deer, as, wild and free, he bounded away at the sight of man, who had just begun to intrude upon his hitherto unmolested pasture grounds—and the pioneer has now enclosed those, his pasture grounds, for agricultural purposes. Let us never allow the farmer to be looked down upon, or to be condemned as such, but let us make better use of our privileges, and thereby elevate our calling—increasing our own knowledge of disseminating intelligence upon scientific and profitable agriculture; and let us endeavour to make our profession attractive to our sons and daughters, and let us educate them with a view to employment therein in future life, and let no grade or class dare to look down upon us on account of our lack of intelligence, enterprise, and integrity. Mr. President, having witnessed all this under the protection of the most enlightened, and, at the present moment, most powerful and best government in the world, under the fold of that flag that has

"Braved a thousand years,  
The battle and the breeze."

That man must be ignorant indeed, if his heart does not glow with emotions of deepest gratitude to the Almighty Dispenser of every good, for the blessings of peace and prosperity in "Canada, our home."

Lieutenant-Colonel Henry, of Elgin, said.—When a boy, I left my mother, brothers and sisters, on the 1st of January, 1816, and came 150 miles west to the township of Dunwich, now a part of West Elgin, but in 1816 it was one district, and it has been divided into a number of districts. When I got as far west as Dunwich I found nine settlers, and in that settlement I stopped and made it my home for 14 years. My former home, Alderborough, had not a single white man as a settler in it, south of the river Thames, and many of the townships west and north were not surveyed at that time. When Oxford was surveyed, I drew the first, or occupied the first lot that was occupied in the township, and did what were called the settlement-duties at that time, and carried the provisions on my back 20 miles, and thought it no hardship at that; and when I had done the settlement duties on my lot in Oxford, I went to work again in Dunwich. Some time in the month of March, 1816, I came to the river Thames here near London, and crossed the river

a little above where the oldest bridge now stands, upon an elm tree that had fallen across the river, where this city stands.—*Quebec Mercury.*

## II.—THE OPENING OF HURON COLLEGE.

This new and important institution was formally opened on the 2nd inst., for the education of young men for the ministry in connection with the United Church of England and Ireland in Canada. The circumstances that called for its formation were fully explained by His Lordship the Bishop in his last charge to the synod of this diocese. Mentioning the matter to the Rev. Dr. Hellmuth, who now occupies the important position of principal of the college, the erection of which is, in many respects, due to his energy and perseverance, that gentleman kindly offered to co-operate with him in the project he had conceived.—Appointing him Archdeacon of Huron and assistant minister of the cathedral, he was commissioned by the Bishop to proceed to England as his commissary to plead the cause of the college before the brethren of the church there. Through his untiring exertions, on his first visit, the sum of twenty-three thousand dollars was collected in a short time, and in order to satisfy the minds of the open-hearted friends of the cause of the church, who had contributed to this sum, the residence of the late Lionel Ridout, Esq., was purchased as a suitable site for such an institution. In September following, Dr. Hellmuth was appointed Principal and Divinity Professor of the college, and again dispatched to England on the errand. His mission was again successful. A kind friend, the Rev. Alfred Peach, offered the sum of \$20,000 for the endowment of the divinity chair in the college, which sum has for some time past been invested at 9 per cent. per annum. Of this, Dr. Hellmuth, as Divinity Professor, is entitled to the entire proceeds, but he was kindly signified that all over 8 per cent may be retained for the use of the college. The situation of the land and buildings is in every respect suited for the purposes for which it is devoted. The location is pleasant and healthy, the grounds being in extent about fourteen acres, tastefully laid out with pine trees in the outskirts, and intersected by pretty carriage drives. The Thames passes close to the west side of the grounds, an additional attraction to the student who can retreat to the seclusion of its banks and study nature to immense advantage. The location is, our readers are aware, in the northern portion of the city, being bordered on the eastern side by George Street, and on the west by the river, to the north is also the handsome residence of H. C. R. Becher, Esq.

The additions requisite for the new college were begun in February last. The main building was thoroughly renovated, and a tasteful cupola and railing, with an additional height of roof, erected thereon. The new additions to the structure consist of a very fine three story building, erected of clear white brick, and of the dimensions of 71 by 31 feet. The main building will be used as the residence of the principal or others of the professors as may form the college proper, is divided into compartments on each story, on the most approved method, for students. The front, for about six feet on either side of the doorway, protrudes about two feet further than the other portions of the building, adding greatly to its appearance and grace. The admirable arrangements for the comfort of the students cannot be too highly praised. On the ground floor is situated the principal rooms in connexion with the college, the whole floor being divided into three compartments, separated by folding doors, which can be opened at pleasure, turning the whole into one large room on occasions when such is required. Each room is thirty feet square. The third story is altogether occupied by dormitories for the students, there being in all fourteen. A neat porter's lodge has been erected at the entrance to the grounds.

At half-past ten o'clock, the Lord Bishop of Huron, the Right Rev. Charles P. McIlvaine, D.D., Bishop of Ohio, accompanied by the Venerable Archdeacon Hellmuth, D.D., Rev. Dr. Sandys, Rev. Dr. Boomer, H. C. R. Becher, Esq., Q.C., Hon. M. H. Foley, M.P.P., ex-Chancellor Blake, Rev. J. Walker Marsh, A.M., Chaplain to the Bishop, entered the library and took their seats on the dais of the hall, which was already filled to its utmost extent by a large audience of ladies and gentlemen, besides a number of clergy from the United States, and also nearly all the clergymen of the other denominational churches of this city. The Lord Bishop of Huron, President of the College, after prayer, opened the interesting proceedings of the day by a lengthy address. The Reverend Bishop, in opening, asked the attention of the assembly for a few moments previous to their listening to the inaugural address from Dr. McIlvaine, Bishop of Ohio, and then proceeded to give a statement of the spiritual condition of the diocese when he became diocesan.

"On my consecration to the episcopal office I found a great demand for clergymen in the diocese of Huron. Out of 138 townships not more than 30 were supplied with the ministrations of the church, and there was no adequate supply of candidates for the sacred office. I was therefore under the necessity of applying to friends in Eng-

land and Ireland, and by their means a few young men were induced to come to this country. Still the wants of the diocese were but partially supplied, and at the present time, after six years of exertion, over 50 townships are destitute of the ministrations of the church." His Lordship then gave a history of the visits of Dr. Hellmuth to England to solicit aid for the college, and the remarkable success of these missions, and mentioned with special force the very handsome donation of the Rev. Alfred Peach, the conditions on which it was received being, "That the institution shall be avowedly for the training of students in the Protestant and evangelical principles of the church, in their natural and grammatical sense as well as in harmony with the church order and discipline."

"I congratulate the friends of Huron College that the English trustees, who are conjointly with the corporation of the college in the country to watch over the interests of our institution, are men whose names have long been before the world, as the promoters and supporters of every good work and as the great benefactors of our race. I feel assured, I have only to name these gentlemen, to excite in the hearts of all friends of the college feelings of devout thankfulness that we should be associated with such men in the management of our institution. The names of the English trustees are, the Right Honourable the Earl of Shaftesbury, the Hon. Arthur Kinnaird, M. P., the Hon. Francis Maude, R. N., the Rev. Joseph Dichen, the Rev. Alfred Peache, Cannon Burgess, A. Hal-dane and Robert Baxter, Esqs."

"I have received several proofs of the deep interest which is felt in our college by friends in this country both near and at a distance. A gentleman in Kingston some time since transmitted to me \$400, and C. S. Gzowski, who was for many years a resident amongst us, has evinced the interest he still takes in our welfare by contributing £120 per annum for five years towards the endowment of a classical and mathematical chair. A gentleman connected with the college has liberally contributed \$320 per annum towards the same object. And I received within the last week a letter from which I extract the following passages. 'I am requested by a friend of the gospel to forward to you the enclosed order upon the Bank of Upper Canada for \$4,000, as a donation to your theological college for the training of young men for the ministry, who may go forth and preach Christ and him crucified. That the blessing of God may attend the institution, and that the Lord may graciously spare you to see some fruits of your labors is our earnest prayer.' This letter is without name, and signature under which it is to be publicly acknowledged is—'A friend of the gospel.' We trust that these liberal gifts from friends in our own country are as the drops which precede the shower, and that through the divine blessing those amongst ourselves who feel a lively interest in the spread of gospel truth in the land will follow the example which has been so nobly set. It is the intention of those to whom has been intrusted the management of the institution that no candidates for the ministry shall be received within its walls or sent forth from it but such as they have good reason to believe have experienced in their own souls the converting power of divine truth, applied by the Holy Spirit, and who are prepared to maintain with all steadfastness the pure and unadulterated truths of God's holy word, as sent forth in the articles, homilies, and formularies of our church. The staff with which we shall commence our operations is—The Venerable Archdeacon Hellmuth, principal and divinity professor; Rev. John Shulte, professor of modern languages; and the Rev. H. Evans, B. A., as classical tutor; and I hope to obtain the services of a gentleman with whom we are in correspondence as classical and mathematical professor."

"Our staff you will perceive, is at present small, but we expect that our friends in this country will assist us, and we yet hope to obtain such help from home as will enable us to place the institution upon a more respectable footing, and upon a permanent basis. One resolution we have made concerning the management of the institution is, that, as we have hitherto proceeded without incurring any debt, so we shall continue, using such means as in the providence of God are furnished by the liberality of our friends, and not launching out into any expenses which we are not fully prepared to meet. We intend, with God's blessing, to follow out the injunction of the apostle, 'Owe no man anything, but to love one another.'

"It will be one aim of those who shall direct the studies of the students in Huron College, to make him thoroughly acquainted with the writings of the reformers of the 16th century, that they may thus be fully aware of the evils from which the church was then delivered, and may dread the slightest approach to that system of false doctrine which, for ages, hung, like a dark cloud, over the church, and shut out the light of God's saving truth from so many nations of the earth.

"There is a danger at the present time that the minds of men in England and in this country may be so filled with horror at the bold infidel suggestions which have been advanced even in high quarters,

that the subtle progress of those whose object is to bring our church again under the yoke of Rome may be overlooked as being an evil of less magnitude than the other. But the view which I have been led to take of this matter is altogether different. I believe that the sound common sense and reverence for scripture generally entertained by the English people will, after the first excitement has passed away, reject with horror the infidel suggestions which have been advanced, and will consign to merited disgrace those who have been their authors.

"I will conclude my address with the recital of a pleasing incident which occurred when Dr. Hellmuth was soliciting aid for Huron College, in England. He called upon two ladies residing near Bath; they are the daughters of the late General Simcoe, who was the first governor of Upper Canada. These ladies have ever taken a lively interest in Canada, and they have evinced their earnest desire to promote the progress of Huron College, by contributing to its funds, and by presenting to it the picture of their father, to be placed in the college; that picture is now before you. Governor Simcoe explored this country before roads were formed or townships surveyed. He encamped on the forks of the Thames, and it was he who fixed upon the site of this city, and called it "London," and in his journal which is in the possession of his daughter, and which Dr. Hellmuth has seen, it is recorded that he and his staff at one of their encampments, it may be on the site of our city, knelt and prayed that God's light and truth might penetrate these regions, and that His blessing might rest upon the country. On that occasion Governor Simcoe was attended by the late General Evans, as one of his staff, and it was by advice which he kindly gave me before I left Ireland to come to Canada, that my course was directed to the London District as being in his opinion and in that of Governor Simcoe, the part of Canada best adapted for settlers from England and Ireland. By this chain of coincidences, then, my presence here to-day is thus linked with the visit of Governor Simcoe to the site of the City of London.

"I shall not any longer occupy the time of the meeting, but will call upon my Right Rev. brother, Bishop McIlvaine, of Ohio, to favor us with an inaugural address, which he has so kindly undertaken to deliver."

When his Lordship had closed, he introduced his brother prelate, the learned and highly esteemed bishop of Ohio, the Right Rev. Dr. McIlvaine, who said he was happy to be present on the occasion of such an interesting ceremony as the inauguration of the Huron College, coming as he did from across the lines, and pleased he was to congratulate the Bishop of the Diocese and the Venerable Archdeacon of Huron, for the active part they had taken in bringing the Huron College to such a satisfactory position. To the Bishop of Huron was due the origination of this noble design, and to Archdeacon Hellmuth was due much for commending the cause which he had so nobly pleaded for in England. He had had the pleasure of being present in England at the time the archdeacon was collecting funds for the Huron College, and he could say with all confidence that much self-sacrifice, energy, and attention was given to the noble work which he had to accomplish. They owed much to that eminent servant of Christ, the Rev. Meac Thomas, now consecrated Bishop of Goulbourne, and who was ever a warm friend of the speaker and Dr. Hellmuth. The Right Reverend Prelate then entered into a statement of the basis and future operations of the Huron College. He was glad to learn that the teaching of this institution was to be purely evangelical. He liked the term evangelical, although many ministers of the gospel did not like it. It was received with the greatest attention and respect, and during its rehearsal, demonstrations of applause and enthusiasm were frequently manifested.

At its conclusion, the Hon. Mr. Foley, being called on by his lordship to move the first resolution was cordially received by the assembly. He said he had listened with the greatest satisfaction, as every one present must have done, to the admirable and profound address of the Right Reverend Prelate, and fortunately for him there was little left for him to say. He could not help, however, adding his humble sense of commendation to the remarks made in reference to the exertions of his lordship, to bring to maturity a scheme so noble in itself, and so promising of advantage and permanent benefit, not only to the Church and this Diocese, but throughout the Province at large. (Hear, hear) These exertions were such as he could hardly, with propriety, characterize in his lordship's presence, but they were felt and worthily appreciated in every section of his extensive jurisdiction. So too would he (Mr. Foley,) have wished to speak of the laborious devoted efforts of the venerable archdeacon, to forward and establish on a permanent basis, the institution of which this day's proceedings were the commencement. Having been honoured with the, to him, pleasing duty of introducing and carrying of the act of incorporation through parliament, he could speak with a personal knowledge of the actions of the archdeacon, and to them in conjunction with that of his lordship, were the churchmen of the diocese indebted for the unanimous carriage of



the bill in the very shape required. At the period of his first acquaintance with the diocese, now some thirty years ago, then there were within its limits, comprising an area of some 13,000 square miles, scarcely a dozen ministers of the Church of England, here and there almost as shepherds, without any peculiar charge, now they number between seventy and eighty. (Hear, hear.) Then the number of suitable houses of worship were yet more limited—now nearly every town and village has its numerous temples erected to the living God. Then, the log school-houses, few and far between, were the only places where even the rudiments of an ordinary education could be obtained—now the country is covered with suitable and commodious buildings, in which not only a fair, but in many cases a superior education might be had. Great things have been done, and yet they are not adequate to the necessities of the people. They had just heard, that even yet there were between sixty or seventy townships without either church or pastor—(Hear, hear.) Thus while they owed devout thankfulness to God for what he had done, while they felt greatly gratified with the progress which had been made, they must feel that there was yet even more to be accomplished, and to accomplish it he was sure all present, as well as the people of the diocese generally, were not only willing but anxious, and determined to put forth all their energies. The honourable gentleman then formally introduced the following resolution, and resumed his seat amid applause:

"That this assembly desires to record its devout thankfulness to the head of the church, for the success which he has vouchsafed to the efforts made to establish Huron College."

The Rev. Mr. Ardagh, of Barrie, seconded the resolution in a speech, congratulating the chairman on the institution of a college which would enunciate the true principles of the Church of England in this country. It had been most miraculously brought into existence, and he had come several hundred miles to identify himself with it. He held that the principles which were to be enunciated in it, were the principles of his church in Canada and his native land, and he felt confident that if the simple preaching of the cross were made the basis of their faith, that the English Church would rank first in purity among the churches in the world.

The Rev. Dr. Boomer, of Galt, next arose to move a resolution, which he felt confident would receive the individual assent of those present. After the able addresses from the gentlemen who preceded him, he did not, however, consider it necessary to make any lengthy remarks, and merely asked leave to move.

"That the cordial thanks of the meeting be given to the Right Rev. Dr. McIlvaine, Bishop of Ohio, for his kindness in attending the opening of Huron College, and delivering the inaugural address, and that he be requested to allow his address to be printed."

The Rev. Dr. O'Meara seconded the resolution with much pleasure. He had read with much interest many of the doctrinal works of the right reverend prelate who delivered the inaugural address, and he had, at the present time, travelled many hundred miles to hear from his own lips the truths so ably advocated by him. He felt confident that among the many able works he had written, that the inaugural address on the occasion of the Huron College would not be the least valuable of his many productions. The college just opened would be a contrast in point of doctrine to the other college in connection with their church at present existing in this country, and he hoped it ever would maintain that distinctiveness which, under its present guardians, he felt confident it could.

The Rev. Dr. Hellmuth arose to support the resolution which, at the same time, he might say, required no support. He must however, express his deep obligations to the right reverend prelate, for his kindness in coming such a distance at this inclement season of the year. He therefore joined most heartily and sincerely in the wishes of the resolution, and trusted, at the same time, that grace might be given him in beginning the superintendence of the institution, which was just inaugurated.

The Rev. Bishop cheerfully acceded to the wishes of the resolution. It would be difficult for him to recollect all he had said, but he nevertheless would undertake it. The business was then closed by singing the doxology, and the pronouncing of the benediction by His Lordship the Bishop of Huron.—*Prototype.*

## II.—TRINITY COLLEGE—INSTALLATION OF THE CHANCELLOR.

The annual meeting of the Convocation of the University of Trinity College was held in the College-hall on Thursday last, the 17th inst. After morning prayers in the chapel the newly-appointed Chancellor, the Hon. John Hillyard Cameron, proceeded to the Convocation-hall, attended by the Vice-chancellor, the Rev. Mr. Whittaker, and other members of the Convocation, where he was received by the Right Reverend the Lord Bishop of Toronto, and where graduates, undergraduates, and a large number of the friends of the College were assembled.

## VICE-CHANCELLOR'S ADDRESS.

The Chancellor was conducted to the chair; and after the prayers on the opening of the Convocation had been read,

The Vice-Chancellor addressed the Chancellor as follows:—Mr. Chancellor, in rising to address you on this occasion, one thought is especially present to my mind, and I am satisfied that the place of our assemblage and the purpose for which we are assembled have suggested that thought to the minds of all present. I am persuaded, sir, that I shall be best consulting your own feelings, by giving expression to that thought, before the utterance of a single word of congratulation, to yourself or to our University, on your acceptance of the chief office in our body. We cannot but recall, with grateful and affectionate regret, the remembrance of the former occupant of your chair, whose name was associated with Trinity College from its foundation—who may, indeed, be regarded, in connection with the venerable Prelate on your right hand, as one to whom it mainly owes its existence. On every occasion of the annual assembling of our body, except the last, when illness had incapacitated him for discharging the duties of his office, we have enjoyed his dignified and kindly presence, and old and young must have alike recognized the tone which was imparted to our proceedings by the moral worth and refinement of character of which he was so signal an example. The congratulatory address presented to him on the occasion of his installation, in June, 1853, closed with the following words:—

"*Longe autem id tempus distet, quum mutua hæc amoris societas casu ullo aut necessitate dissolvatur.*" The "*suprema necessitas*" has dissolved our union far earlier than we, who cannot read the book of God's Providence, could have desired; and it now remains that we should both cherish the remembrance of the departed, and strive to imitate his virtues. Our College and University has lost in him one of its wisest counsellors—one of its steadiest friends; a man who never swerved for a moment from the course which he felt to be right, because that course might seem to involve unpopularity or a sacrifice of material interests; who had embraced exalted principles of action, and firmly adhered to those principles. We have lost one who gave most patient attention to any subject on which his counsel was sought, bestowing on it indeed what others might esteem, in regard either of its absolute or relative importance, undue thought and labor. We have lost one whose equable temper, whose cheerful urbanity, made it at all times a pleasure to hold communication with him. I must be permitted to add that I believe that any person coming from the old country must have been struck by the faithfulness with which he presented amongst us the type of an English gentleman, not only in respect of the more important points of moral principle and feeling, but also in respect of the minor graces of demeanor—those small details of conduct, which scarcely admit of being particularized, but which collectively impart an inexpressible beauty to the life, and do assuredly indicate that a man has learned, by a delicate spiritual perception, to recognize what is due, before God, both to his neighbour and to himself.

\* \* \* During the twelve years for which the College has now been in operation it cannot be said wholly to have failed in accomplishing the intentions of its founders. The number of students matriculated up to the present time, inclusive of those who will be admitted to-day, is 195, besides a large number of occasional students who attended the medical classes. Of students in Arts or Divinity 83 have proceeded regularly to the degree of Bachelor of Arts, exclusively of 16, who, without attendance on lectures, have been admitted to that degree after examination. Of the 83, 37 have received Holy Orders; the remainder, with only one or two exceptions, are engaged in the study or practice of the Law or of Medicine, or are in charge of schools. The total number of students of the College who have been admitted to Holy Orders is 48; some students, especially during the first few years, having been unable to accomplish the double object of passing through the Divinity course and graduating in Arts. Many satisfactory proofs of the interest taken in the College have been afforded since its opening, by the establishment of scholarships or by other donations. The last instance of an endowment of this kind is the foundation of the Hamilton Memorial Prize, to be awarded according to the result of an annual examination in Scripture History.

The Chancellor, in reply to this address said:—Mr. Vice-Chancellor, I feel deeply the congratulatory remarks you have addressed to me, as I felt deeply the confidence reposed in me by the Corporation of Trinity, when they conferred upon me the honour of chancellorship. You have well dissected the character of the late Chancellor. In every relation in life he stood pre-eminent, and to those, who, like myself, for upwards of twenty years enjoyed the privilege of close communion with him, as their chief, there is no power in language to portray their high estimate of his ability. His sweetness of temper, his gentleness of manner, his courtesy, were proverbial, and in the long roll on which this University shall write the names of her future chancellors, no name will ever be found of



brighter lustre than the first. It is now upwards of twenty years since the venerable prelate at my side, on the opening of King's College, congratulated himself that he had lived to see the work of forty years accomplished. But clouds were already rising in the distance to obscure the glorious prospect, and a storm soon burst upon him, which swept that inheritance of the Church away for ever. Did our noble Bishop despond when he saw his cherished hopes in the dust? Did he give up his efforts to establish a Church University, because that endowment was taken away? No, with the energy and determination which have ever marked his character through his long life, he resolved at three score years and ten to buckle on his armor again, and in conjunction with our late Chancellor, those two great men, reflecting back light and lustre each upon the other, churchmen in Canada and in the Mother country contributed of their means, a Royal Charter was obtained, and the University of Trinity College arose from the ashes of King's. You have told me, Sir, how much success has attended this Institution; that in twelve years we had nearly three hundred students, and half that number of graduates; that thirty-seven men have taken Holy Orders directly from this College, while eleven more, I believe, who have been at the College, have entered the Ministry, making forty-eight in all. Our matriculants for the last three years have averaged twelve, which is not much inferior to the number in the separate colleges in Cambridge, with the exception of St. John, Trinity, and another. The attacks that have been made upon us have caused us pecuniary embarrassments. We are about to appeal to the churchmen in England to sustain our efforts, and we have every reason to hope that our appeal will be successful. We have claimed from the Government our share of the appropriation of \$20,000 per annum made by Act of Parliament for superior education. We have been refused a participation, because we keep up our distinctive character, and admit none to degrees who will not declare themselves to be honestly and sincerely members of the Church of England. As Chancellor of this University, I shall endeavor faithfully to fulfil my duty to it by doing all in my power to uphold the views which I have expressed, and I shall expect that each and all of those who hold office in it, or claim or hope to claim it as their Alma Mater, shall bear their part, both at home and abroad, within the walls of the College and without in the world, to establish Toronto as

*Pulcherrima, honestissima, optima.*

The learned Chancellor resumed his seat amid loud applause.—*Leader.*

## II. Correspondence on School Matters.

### 1. RESTLESSNESS IN SCHOOL HOURS.

*(For the Journal of Education).*

Impelled by a sense of duty to advert to the subject of that restlessness and inattention of pupils towards the close of school hours, we shall make the attempt not so much in the expectation of throwing additional light on the nature of this evil and its remedies, but because military exercises have been proposed to occupy the place of study during this flagging season, with the intention of contending against not only their introduction at the period in question as a part of youthful instruction, but their entering at any time or in any degree as an element in the education of the youth of our land.\*

We may here notice, however, that this restlessness and inattention, are, to a considerable extent, influenced by the deterioration of the school room atmosphere, produced by the breathing of so many children, and that this circumstance has a considerable share in causing as well as adding to the evil.

In the process of breathing, very important changes take place in the blood and atmosphere. A portion of the vital fluid, at each inspiration, by yielding up to the air in the lungs the carbon it eliminates from the body through the venous system, and by the absorption of oxygen from the pulmonic atmosphere, is changed from black, venous, or carboniferous, to red, arterial, or oxygeniferous blood; leaving in the lungs a mixture of deoxygenized nitrogen and carbonic acid gas. The latter, a very deleterious and narcotizing agent, formed by a part of the oxygen of the atmosphere combining with the carbon evolved from the blood, together with the former, is expelled from the lungs by the subsequent act of expiration as being unfit for any useful purpose in the animal economy, nay, but as absolutely pernicious, and to make way for another inspiration of fresh air. This transformation of the blood from venous to arterial, is of vital importance in the animal economy, and remarkable results are thereby brought about. The blood rushes through the arteries, stimulating in its progress every part of the nervous system; but its effect on the brain is the most im-

portant, evoking therefrom the neurosity, nerve, or biotic force which is transmitted along the various nerves to the different parts and organs of the body, in which organ, (the brain) if black or venous blood circulated, the neurosity could not be evolved, and asphyxia and death would be the consequence; as that would be, however, an abnormal condition of things, a sufficient quantum of animal magnetism is usually supplied to every organ of the body, enabling the whole of them to perform their various functions with precision and vigour. Thus the whole man is revived, feels, thinks, and acts.

Let us now turn to the changes undergoing in the air of the school room. It is observed that a portion of the life supporting element is withdrawn at every inspiration, and a portion of azote or nitrogen, said to be an innocuous dilutant of oxygen, along with a portion of carbonic acid, a very deadly narcotic gas, is thrown out by the lungs into the air of the school room at every expiration; this process constantly going on, would soon deprive the room of all its oxygen, and fill it with an atmosphere not merely wholly incapable of supporting life, but decidedly pernicious in its tendency, and were fresh supplies of wholesome air prevented from entering the room, consequences as disastrous as witnessed in the black hole of Calcutta, where so many persons perished during one night's confinement, would certainly be the result.

Thus we see that, while the whole system requires its usual supply of oxygen, and the brain, from its increased labour by study, has a greater demand for it, the proper quantity for healthy and vigorous action is not so likely to be duly supplied from the air of a school room which is depleted by every act of inspiration, and diluted and vitiated by every successive expiration—and more especially in such as are badly ventilated. It is to be regretted that in the construction of very many school houses, ventilation is very little attended to, or altogether neglected. This, we conceive, arises from a want of knowledge of its importance, and therefore of a proper estimate of its value. It might be here observed, that, although the expired gases from their difference of gravities have a tendency to separate themselves from the unrespired air—the nitrogen to ascend, the carbonic acid to descend—they mingle to some extent even in well ventilated houses, but of course to a less serious amount.

The deleterious nature of carbonic acid is evinced in a striking manner in the instance of the man in the well, or in the man in the valley of death, asphyxia immediately takes place, and were the subjects of exposure not quickly removed, inevitable death would speedily supervene.

Some might perhaps reply that a spasmodic contraction of the epiglottis, in these cases, produces suffocation, and that the asphyxia and death are the result of this, and not the consequence of the poisonous effects of the carbonic acid gas. Allowing this, as some say, what would it avail if the glottis did remain open for the admission of a narcotic gas, not only incapable of yielding up to the blood any of the biotic stimulant, but decidedly deadly in its character? We contend that it is the want of oxygen and the presence of carbonized blood in the brain, that asphyxia and death are produced. For it is by the neurosity or life force, which is only evoked in sufficient quantity by the action of a full supply of properly oxygenized blood upon the neurine mass, that the healthy and vigorous action is kept up.

Such an amount of vitiation as above alluded to, we readily admit is never reached by the air in the school room so as to cause asphyxia and immediate death, yet we firmly believe it frequently becomes sufficiently so as seriously to tell upon the present studying powers of the pupils as well as upon their future of life. But how much more materially must it bear upon the health of those devoted men who plod on, year after year, in their noble but arduous toil of teaching the young idea, till at length nature succumbs to the confinement, anxiety, toil, and care, and daily inhalation of the impoverished and vitiated atmosphere of a school room.

We would here suggest the idea of the Educational Department furnishing the plan of a model school house, the best that could possibly be devised for health, convenience, and, consistent with the two foregoing requisites, cheapness. That it be made obligatory on all common school trustees in future erecting school houses to build after the prescribed plan, varying the size only to suit the greater or less number that might be in different sections, which would not only be in harmony with the uniformity of our common school system, but prove a boon to teachers and to succeeding generations of pupils.

With regard to the exhaustion consequent on continued application to study, we would say that a judicious timing and changing of the lessons would tend greatly to ameliorate the condition of the pupils, and delay the period (say usually an hour and a half previous to dismissing school), when it would become necessary to discontinue the forced action of the brain by a cessation from the usual course of instruction.

\* We would direct the attention of the reader to Mr. Roebuck's remarks on this subject, which will be found on page 2.

The great question now arises, In what manner shall the residue of school time for the day be improved? This very important question may more readily be asked than a proper solution given to it, so that teacher and taught may be duly benefitted, and the time economised. That physical exercise should enter as largely, and mental exertion as little as possible into the engagements of the pupils, is at once obvious to all, and that they should be conducted as much in the open air as practicable; but yet the question recurs of what nature shall they be?

A LOCAL SUPERINTENDENT.

## 2. WHISPERING RESUMED.

(For the Journal of Education).

MR. EDITOR,—In the November number of your valuable *Journal* I observed an important question asked by a teacher, viz.: "What is the best method to prevent whispering in school?" Some suggestions have been inserted; but some of those in the Connecticut *Journal* I disapprove of, particularly the third clause, which reads—"Allow an opportunity at the end of each hour, and remove all necessity from whispering at any other time." Were I a teacher in Connecticut I might have adopted such, if no other would suit the habits of my pupils, nor prove successful; but in Canada, where the children are more docile, I would decry such a habit from the fact that, taking a decided stand against whispering, and making my pupils feel it is an evil, and making them interested to prevent it, I afterwards make them see that it is no such thing, and that I approve of the necessity of it by endorsing the liberty of the act at the interval of each hour. As the *Journal of Education* solicits its readers to give their views, I humbly give mine relative to success in school, and to the prevention of whispering.

1. I do not approve of a multiplicity of school rules. Far better have none at all if not supported and carried out; and if put into execution day after day, it would keep the teacher busy inflicting corporal punishment, acting more like a tyrant than a kind friend in the eyes of his school. 2. It must be borne in mind that we cannot place old heads on young shoulders. Therefore the teacher must have patience equal to the task assigned, and win affection by kindness, for fear of losing confidence, which would be detrimental to the school; for to cause success the teacher and scholars must be united. 3. The observance of order and obedience are two requisite principles which ought to be imprinted on the minds of scholars, and to endeavour that they should be indelible rules. 4. To effect this the teacher should address his pupils from time to time on the advantage arising from assiduity in school and the evil consequence attendant upon the practice of whispering, which, directly or indirectly, depicts a defiance of those principal rules, order and obedience. He should state briefly the pain it inflicts on him to be obliged to insert any of the scholars names in the black category of unmanageable pupils in the monitor's book, holding it to view, and stating that the conduct in school had a bearing and weight on the future character as well as the present of each individual. There are but few scholars who are not afraid of getting their names in the black list, unless the obdurate truants; with those the cause must be removed by placing them as near the teacher's desk as possible. Hence the teacher will not be wanting in adherence to bestow attention on such characters by private admonition, by appealing to their feelings and principles, and such other encouragement as will be conducive to producing a source of industry, progress, and emulation. Ere long they will begin to like the teacher, forsake their evil habits, and prove greater joy to their parents and a credit to the teacher.

Amherstburgh, 28th December, 1863.

D. O'DOHERTY.

## III. Papers on Practical Education.

### 1. VERBUM SAT.

Schoolmasters talk too much, far too much for their own good, and for the good of their pupils. Take an example:

"The next lesson will be the first six examples on the 98th page—98th page, first six examples. I want all the class to understand it—to-morrow, you will take the first six examples on the 98th page. Every day I have to tell you over again three or four times; now I want you to remember, this time, that your lesson will be six examples on the 98th page."

"Begin at the top of the page, teacher?"

"Yes, begin at the top of the page, and take six examples."

Surely it would seem that after so much repetition, scholars must remember where their lessons are. When the time comes for preparing the lesson, Thomas or Mary very innocently inquires where the lesson is. The teacher pauses in apparent vexation and surprise, and inquires:

"Were you in the class yesterday?"

"Yes, sir, but I did not hear you give out any lesson."

"Charles, what did I say about it?"

"I don't know, sir."

"Joseph, where is to-day's lesson?"

Joseph, at a venture,

"You said take the same lesson again, sir."

"I did not. I said take the first six examples on the 98th page."

After all this, it will be strange if some of the class do not bring in the wrong examples, and others come wholly unprepared, because they "did not know where the lesson was."

However tiresome this may be to the reader, it should be borne in mind that it is but a single specimen of what many pupils are forced to endure daily, it may be for years.—*New York Teacher*.

## 2. SUMMARY OF WHAT THE TEACHER SHOULD DO.

Labor diligently for self-improvement.—Thoroughly understand what he attempts to teach.—Prepare himself for each lesson assigned.—Require prompt and accurate recitation.—Teach both by precept and example.—Manifest an active interest in the studies of his pupils.—Make the school room cheerful and attractive.—Cultivate a pleasant countenance.—Require prompt and exact obedience.—Insist upon attention from the whole class.—Make few, of any rules.—Avoid governing too much.—Let your pupils understand that you mean exactly what you say.—Should govern himself.—Take care of his health.—Visit the parents of the pupils.—*Vermont School Journal*.

## 3. BAD AND GOOD SPELLING.\*

To teach spelling, the habit of constantly writing passages either of prose or poetry is absolutely necessary, in order that the eye may be trained to distinguish the correct forms of words. The majority of persons find, by experience, that when they are asked to spell a word aloud, they are in doubt, and are apt to make a mistake; but if they write the word, their eye at once guides them to the proper method of spelling it. The inference from this is plain, namely, that the eye is as much concerned in the spelling of words as the ear. Children should therefore be early accustomed to copy passages correctly from their reading-books. This exercise, which I call "transcribing," should be confined to the junior classes in schools, and be a preparatory step to the dictation which they will practise when they get into the senior classes. Transcribing teaches spelling; while dictation (leaving, as it does, the pupil without the aid of a book to copy from) must be regarded properly as a test of spelling.

The correcting of written exercises is always a tedious part of school-work, and sufficient time should be allowed for it in the general time-table of the school. There is one method of correction which is attended with little loss of time; but whether it can always be depended upon, is a question which I must leave the reader of this letter to determine. The method is as follows: After a passage has either been transcribed from books or written from dictation (and so of course without the aid of books), a monitor or pupil-teacher, taking a book, should slowly spell aloud each word, large and small, in the passage which has been written. While he does this, each scholar should carefully look at his own slate, and if he finds a word which he has not spelt as it is spelt in the book, and as the monitor spells it, he should put out his hand as a signal for the monitor to wait until he has put it down correctly. In fact, the scholars should correct their own errors, with the view of impressing good spelling upon their minds.

There is an interesting way of teaching spelling by the aid of the black-board, which I will describe. Let a black-board be placed on an easel before a class; then let the second boy propose a word, which the first boy should go up and write in large letters on the board. If he cannot write it correctly, let the second boy do so; and if he cannot, let the third; and so on: the boy who is right being allowed to go before those who are wrong. The teacher should stand by to see fair play, and to prevent long words, such as Constantinople and Mesopotamia, from being proposed. The scholars should confine themselves mainly to small words, especially those in which *ei* and *ie* occur, or in which letters are to be doubled, or a letter is to be omitted.—J. F. in *English National Society Monthly Paper*.

## 4. SPELLING.—ONE HUNDRED WORDS.

Foci, radii, vignette, acrimony, seize, tease, millinery, mercenary, irascible, ecclesiastic, nefarious, disparity, amenable, benefi-

\* We beg to call attention to the articles on this subject in the *Journal of Education* for August and December last; and also to suggest the propriety of having spelling-matches between the different schools in a township.—Ed. J. of E.

cent, rarely, rueful, supersede, vicissitude, mortise, contemptible, niche, turbulent, superficial, heinous, coerce, billiards, bilious, parole, control, unroll, patrol, toll, foal, mole, sole, stroll, soul, bowl, knoll, cajole, bole (fine clay), hole, coal, condole, boll (a pod), goal, poll, roll, scroll, shoal, stole, tole (to allure), sieve, siege, bald, eela, oust, quoin, soot, gist, jeer, ignitable, irresistible, discernible, susceptible, incorrigible, indispensable, allageable, remediable, caterpillar, innuendoes, triphthong, leisurely, distillery, reciprocity, militia, fagot, inseparable, assafetida, erysipelas, cupfuls, nucleus, manoeuvre, rescinded, hymeneal, ecstasy, cornucopia, nauseous, serenade, scandalous, pinnacle, penurious, pleurisy, plurality, varioloid, vaccinate, victuals, porridge, extol, carol, loll.

#### IV. Papers on Natural and Physical Science.

##### 1. THE NATURAL SCIENCES IN COMMON SCHOOLS.

In the fast age in which we live, when new plans in every department of life find ready advocates, we often fail to discriminate between novelty and improvement. Not many years ago the most essential qualifications of the school-room were to read, write, cipher and make pens. But many now, as we believe, quite in advance of the age, insist that in addition to these branches, music, painting, and the whole circle of natural science should find a place in our common schools. But this opinion is advocated chiefly by those who have had little or no practical experience, and no argument could better convince them of its utter impracticability than an attempt to reduce their system to practice. No new theory should be adopted because it is new, and yet we should, of course, accept whatever is known to be an improvement.

The great object in teaching is not to crowd the mind with as many facts as possible, but to educate, to lead forth and strengthen the mental powers, by presenting objects that will awaken thought.

It must be confessed that many of our text-books are prepared with little reference to this prime object of study, and teachers, too, are apt to feel that their work is completed when the last lesson is recited. The teacher's mind should be well stored with knowledge derived from every department of science. There are opportunities constantly recurring when an explanation or anecdote, suggested by some topic under consideration, will awaken an interest which could with difficulty be secured in any other way.

Geology, mineralogy and astronomy afford an inexhaustible source from which a skilful teacher can draw at pleasure. The unreflecting school-boy looks upon the stones as fit only for wall or pavement, but in the light of science he reads in them the history of the earth indelibly written in solid rock. The twinkling stars, made, as he thinks, only to give light when there is no moon, become worlds like our own, perchance, but infinite in number and distance; and as he extends his imagination to grasp what lies beyond our vision, he is enabled to form some conception of the infinite and eternal.

Geography may be made doubly interesting, if among its dry questions some brief description be given of the customs, manners, language, or general characteristics of the people who inhabit the countries and cities whose crooked names are so formidable to the beginner.

The young and tender mind can be disabused of the superstitious notions so prevalent even in our own age without worrying through the intricate problems of astronomy or committing the dry facts of physical geography.

It may be said that these suggestions savor of superficialness. By no means. We consider the great object of our common schools to be to secure to every scholar a knowledge of the elements or first principles of an education,—the foundation *only* upon which the superstructure is afterwards to be reared. Would we have the foundation perfect in every part, we must give it our chief care, yet we should shape every stone with reference to the edifice which is to rest upon it. So in educating the mind, first principles must be established upon a secure basis, while superstitious prejudices may be removed, and by simple means direction given to the thoughts which will have an important bearing upon the future development of mind.—H. M. in *Rhode Island Schoolmaster*.

##### 2. THE EFFECTS OF CONGELATION UPON WATER.

Dr. Robinet, a member of the Academy of Medicine, Paris, has published an account of experiments conducted by him to test the effects of congelation upon drinking-water. It is well known that the ice which is formed in the sea yields nothing but fresh water, all the salt having been eliminated by congelation. In the northern parts of Europe this property is turned to account for the extraction of salt from sea water; for a large sheet of the latter having been left to freeze, the ice is afterwards cut away, and the unfrozen water left below is so rich in salt as to require very little evaporation

to yield it in a solid state. This property will also serve to analyse wine. Suppose it was required to determine the quantity of water fraudulently added to a certain wine; by exposing it to the action of artificial refrigeration, all the water would be alone and the wine left in its purity. By a similar process, ships at sea, being short of water, might be supplied with this necessary article. We will suppose the temperature of sea water under the tropics to be 30 deg. centigrade. If a quantity be exposed in a vessel to the action of a mixture of sulphate of soda and hydrochloric acid, two very cheap commodities, the temperature of the water will fall to 10 deg. below freezing point. Let it then be exposed to a second mixture of the same kind, generally eight parts of sulphate to five of the acid, and the temperature may be lowered to 17 deg. below freezing point. Congealed water is then obtained free from salt, and may be used with impunity. Dr. Robinet has added a new fact to this theory by showing that the water of springs and rivers loses all its salts by congelation. These salts are chiefly those of lime and magnesia. The water subjected to experiment was that of the lakes of the Bois de Boulogne, the ice of which was found to be entirely free from the above mentioned salts. Such, indeed, is the chemical purity of the water thus obtained, that it may in most instances be substituted for distilled water.

##### 3. THE USE OF ICE.

To drink ice cold liquid at meals retards digestion, chills the body, and has been known to induce the most dangerous internal congestions. On the other hand, ice itself may be taken as freely as possible, not only without injury, but with the most striking advantage in dangerous forms of disease. If broken in sizes of a pea or bean, and swallowed as practicable, without much chewing or crushing between, it will be often efficient in checking various kinds of diarrhoea, and has cured violent cases of Asiatic cholera. A kind of cushion of powdered ice kept to the entire scalp, has allayed inflammation of the brain, and arrested fearful convulsions, induced by too much blood there. Water as cold as ice can make it applied freely to the throat, neck and chest, with a sponge or cloth, very often affords miraculous relief, and if this be followed by drinking copiously of the same ice-cold element, the wetted parts wiped dry, and the child be wrapped up well in the bed-clothes it falls into a delightful and life-giving slumber. All inflammations, external, are promptly subdued by the application of ice or water, because it is converted into steam and rapidly conveys away the extra heat and also diminishes the quantity of blood in the vessels of the part. A piece of ice laid on the wrist, will often arrest violent bleeding at the nose.—*Hall's Journal of Health*.

##### 4. STORMS SUBJECT TO FIXED LAWS.

It is stated that the science of meteorology has been so perfected that every general violent storm can be predicted with almost absolute certainty twenty-four hours in advance, and the information be telegraphed to all parts of the country. In England, the British government have established a department for investigating the subject, by means of which hundreds of lives are annually saved. No great general storm visited the country the past year that was not heralded several hours in advance, and by signals along the coast, sea-men were warned to keep off the shore, or not to venture out of port.

#### V. Biographical Sketches.

##### No. 1.—THE MOST REV. ARCHBISHOP HUGHES.

The Most Rev. John Hughes, Archbishop of New York, died in this city on the 3rd inst. Archbishop Hughes was born in Clogher, Tyrone County, Ireland, in 1798, and emigrated to this country at the age of 18. He received his education at the College of Mount St. Mary, Emmetsburg, Md., and was ordained priest, and given charge of a church in Philadelphia in 1825. In 1838 he was consecrated coadjutor of Bishop Dubois of the New York Diocese, and the Bishop being soon after attacked by paralysis, Dr. Hughes was appointed by the Pope Administrator of the Diocese, of which he became Bishop in 1842. In 1850 he was elevated to the dignity of Archbishop. In 1854 the Archbishop visited Rome and took part in the promulgation of the doctrine of the Immaculate Conception, about which he had been previously consulted as the leading Catholic Prelate of this country. In 1861 he again visited Europe, as is generally understood, by request of the Secretary of State, with whom he had for many years been on friendly terms. He was well received in France, where he spent most of the time during his absence, and his labors while abroad are thought to have largely contributed to a better understanding of the merits of the question between the North and South, especially among that large and

influential body, the French clergy. Returning from Europe he stopped a few weeks in Ireland, where he made several public addresses, in which he advocated the cause of the United States Government in its efforts to suppress the rebellion. On his arrival in New York, Sept. 1, 1862, the Common Council tendered him a vote of thanks in behalf of the city, for his patriotic service abroad, to which the Archbishop responded in a letter setting forth the object of his visit to Europe, and expressing the hope that his labors in behalf of the loyal cause had not been altogether fruitless. Since the Archbishop's return from Europe the last time, he has been in declining health, and has seldom appeared before the public.—During the July riots he was earnestly solicited by divers persons to address the rioters, which he finally consented to do. Since Dr. Hughes' appointment as Bishop of this Diocese he has been prominently before the public, and has been involved in frequent discussions with his contemporaries upon theological topics, or subjects involving the interest of the Catholic Church. The Archbishop's opposition to the Common School system of this country was one of the most prominent features of his public career, and that which secured the largest share of his unpopularity with Americans. He was, nevertheless, a great patron of education, provided it was Catholic education. He was the founder of St. John's College, Fordham, of the St. Joseph's Theological Seminary at the same place, and of Mount St. Vincent Seminary, for young ladies at Yonkers. He has also been instrumental in establishing Catholic schools in nearly every ward of the city. His labors in behalf of the Catholic Church in America have been constant and varied, and in his death it may well be said that Catholicity in this country has sustained an irreparable loss. The last hours of the eminent divine were marked by that calmness, serenity and resignation characteristic of the true Christian. Father Starrs stood at his bedside while he was dying, reading the prayers for his happy death, and subsequently Bishop McCloskey recited the prayers for his departing spirit, during which his soul took its flight. Among those who stood near him at the moment of his death were his two sisters, and Mother Angela, for many years one of the Sisters of Charity, who performed the sad office of closing his eyes.—*New York Commercial Advertiser*.

#### No. 2.—WM. M. THACKERAY, ESQ.

William Makepeace Thackeray was born in Calcutta in 1811, while his father was engaged in the civil service of the East India Company. He was sent to England in his 7th year, had a view of Napoleon at St. Helena on his way, and was placed at the Charterhouse school in London. From the Charterhouse he went to the university of Cambridge, but he did not take his degree; inherited a fortune of £20,000 on coming of age; chose art for his profession; and travelled and studied for several years in France, Italy and Germany. In 1830-31 he lived at Weimar, saw Goethe, purchased Schiller's sword, and delighted in making caricatures for children, some of which he found still preserved on revisiting the place in 1853. Reminiscences of his early art studies are interwoven into his fictions, many of which are illustrated by his own pencil; but he abandoned the project of becoming a professional artist soon after his return to England. His fortune was greatly reduced by losses and unsuccessful speculations, and before his 30th year he had set himself resolutely to literature as his vocation. His progress to general recognition was slow, though from the first he gave signs of his peculiar powers. He is understood to have written for the *Times* while it was edited by Barnes, and was certainly connected with other London journals. He contributed to *Fraser's Magazine* under the pseudonyme of Michael Angelo Titmarsh, a variety of tales, criticisms, descriptive sketches, and verses, which proved his knowledge of the world, delicate irony, and mastery of a playful yet vigorous style. In this periodical appeared "The Great Hogarty Diamond" in 1841, a thoroughly genial satire, with a tone at once of ridicule and of pathos. The establishment of "*Punch*" in 1841 opened to him a new field, and his papers in this periodical speedily acquired peculiar distinction. His first series under the signature of "The Fat Contributor," were followed by "Jeames's Diary," in which he looks at society from the footman's point of view, and "The Snob Papers," which gave to him an independent reputation as a social satirist, while they added to the success and dignity of "*Punch*." Meanwhile "*Vanity Fair*," illustrated by himself, was published in numbers (1846-48). When it began, his name was still generally unknown, but its popularity increased with every number, and at its close he was universally accounted with Dickens and Bulwer among the first British novelists. It is more strongly marked by special and peculiar genius than any other of his works, and is pre-eminent also in the delineation of character. Becky Sharp and Amelia Sedley, one of the impersonations of intellect without affection, and the other of affection without intellect, are original characters, thoroughly and sagaciously drawn. He had already begun

another monthly serial, "The History of Pendennis, his Fortunes and Misfortunes, his Friends and his Greatest Enemy, with illustrations by the Author." He aimed in this, his second great work, to describe the gentlemen of the present age, "no better nor worse than most educated men." A higher moral tone appears in the characters of Warrington and Laura. "Pendennis" was concluded in 1850, and his Christmas book of that year was a reprint from "*Fraser*" of a mock continuation of Scott's "*Ivanhoe*," entitled "Rebecca and Rowena." He published an original Christmas tale for the next year, "The Kickleburys on the Rhine," a clever and kindly satire on a proud and vulgar family travelling on the continent. In the summer of 1851 he lectured in London before brilliant audiences on "The English Humorists of the 18th Century," sketching the lives and works of his predecessors in English fiction from Swift to Goldsmith. The lectures were repeated and admired in Scotland and America, were published in 1853, and have a peculiar charm from the sympathetic and social portraiture of his "fellows" of the past, mingling fine thoughts and amusing anecdotes. Ten thousand copies of a cheap edition were sold in a week. His attention had been called to the wits of Queen Anne's reign by studies preparatory to the "History of Henry Esmond, Esq., written by Himself" (1852), the scene of which is laid in that era. This is the most artistically complete and the noblest in tone of all his works, while it also admirably copies the manners, sentiment, and diction of the Queen Anne period. The main characters, Esmond and Beatrix, are among his best creations—the former a strong, high-minded, disinterested, and impulsive cavalier and Jacobite, the latter perhaps the finest picture of splendid, lustrous, physical beauty ever given to the world. It is a magnificent and sombre romance, comparing with his other works as "The Bride of Lammermoor" to the others of Scott. His third serial novel was "The Newcomes: Memoirs of a Most Respectable Family, edited by Arthur Pendennis, Esq." The characters of Olive and Ethel are less vivid than some of his others, the story lingers, but the whole is redeemed by its prevalent genial spirit, and especially by the moral beauty of the life of Colonel Newcome, and by his death in the Charterhouse, than which there is nothing more touching in romantic literature. The success of his lectures on the humorists induced him to prepare another series "The Four Georges," which were first delivered in the principal cities of the United States in 1855-6, and afterwards in London and most of the large towns in England and Scotland. The courts and characters of the Hanoverian monarchs furnished abundant occasion for satire; the third George alone, especially in the misfortunes of his last years, was discussed with forbearance and described with pathos; and the literature, society, morals, and manners of the time were briefly illustrated. Thackeray had entered himself at the Middle Temple and been called to the bar in 1848, but with no intention of following the legal profession. In 1857, one of the seats for the city of Oxford in the House of Commons having been declared vacant, he offered himself as the liberal candidate, he was defeated by Mr. Cardwell, by a majority of 67 votes. Before the close of the year he had begun another serial, "The Virginians," the scene of which is laid in the last century during the later years of George II. and the earlier years of George III., and in which Chesterfield, Garrick and Johnson, the gaming table and coffee house, Washington, Wolfe, Braddock, and the impending American war, are introduced together. In January 1860, appeared the first number of the *Cornhill Magazine*, under the editorial charge of Thackeray, which soon attained a circulation of some 100,000 copies. He produced in its pages a new romance entitled "The Adventures of Philip on his Way through the World." Thackeray was found dead in his bed. His death was caused by an effusion of the brain. His funeral took place in Kensal Green and was attended by nearly all the great literary notables in England.

#### No. 3.—THE HON. ADAM FERRIE.

It is seldom our duty to record a death that will cause more general and sincere regret, than that of the Hon. Adam Ferrie. The deceased gentleman was born at Irvine, in Ayrshire, Scotland, on the 15th of March, 1777, and was the youngest of fourteen children. In 1806 he removed to Glasgow, where he continued to reside, until the removal of his family in 1829 to Montreal, with which city he had been commercially connected for some years previously. His memory will long be cherished by the people of Glasgow for the energetic self-sacrificing public spirit which has been his peculiar characteristic through life, but which was particularly displayed in that city, by his zealous and unwearied advocacy of the rights of the citizens in the famous contest in the Courts of Scotland, in what is there familiarly known as the "Harvey Dykes Case," which was finally, on appeal to the House of Lords, decided in favor of the people of Glasgow. To testify their appreciation of his exertion on that occasion, the citizens of Glasgow presented him with a handsome gold medal and a service of plate; and on his return to his



native land, a few years since, he was complimented by a public dinner, numerously attended by his former townsmen, by whom, notwithstanding his long absence, he was held in fond remembrance. He was raised to the Upper House in this Province, at the time of, or shortly after the Union, by the late Lord Sydenham, and has there earned the respect of all parties by the honest, out-spoken manner in which, on all occasions, he stated his opinions. We need not remind our Hamilton readers that the course taken by the hon. gentleman in Parliament fully justified the selection made by that far-sighted nobleman, and has gained for the subject of this notice the sincere respect even of his bitterest political opponents. The deceased gentleman moved to Hamilton in 1855, in order to be near his sons, who may be almost said to have been the "pioneers" in commercial business in this part of Upper Canada. He outlived all of his children but two. His eldest son, Mr. Colin Campbell Ferrie, who for some years represented this city in Parliament, died in 1856, and Mr. Robert Ferrie, also a member of the Legislature, in 1860. He has died full of years and honours, and the demonstration at the grave to-day shows how fully his character was appreciated by his fellow citizens.

#### No. 4.—JOHN O. HATT, ESQ.

Mr. John Ogilvy Hatt expired on the 5th inst. after a long and painful illness borne with fortitude and resignation. Mr. Hatt was born at Dundas on the 19th July, 1811, and was consequently in his fifty-third year when he died. He was the son of Richard Hatt, Esq., at one time Judge of the Gore District, and at another a representative in the Upper Canada Parliament; who was wounded at the Battle of Lundy's Lane, and his life saved by a bullet striking against two silver dollars he had in his pocket. Mr. John O. Hatt studied for the Law profession under the late Sir Allan MacNab, and afterwards became his partner. In 1836 he married Sir Allan's youngest sister, who with a daughter survives him. Mr. Hatt took great interest in our Municipal institutions, and for many years represented the Township of Barton in the County Council; he afterwards served St. Mary's Ward in the City Council, and in both capacities earned the respect and esteem of his constituents. Few men were better informed on Municipal matters than Mr. Hatt, and the progress this part of the country has made is in great measure owing to his exertions. He was a candidate for the representation of the Burlington Division in the Legislative Council, in 1856, but was defeated by Dr. Smith. He was Lieut.-Colonel of the Ninth Battalion of Wentworth Militia, and also served in 1837; and was Solicitor for the County up to the time of his death. No man could stand higher in public estimation than Mr. Hatt, and we are sure that none held a more honourable position in life than he did. He will be greatly missed from among us, and his memory revered as it ought to be.—*Hamilton Spectator*.

#### No. 5.—E. S. ADAMS, ESQ.

Elias S. Adams, Esq., departed this life on Christmas Eve, after a short but painful illness, in the 65th year of his age. He was a man of strict and unswerving integrity, and during a long and active life, he filled several important public positions of trust and responsibility, with credit and efficiency. For several years he served the town as Mayor, and during a much longer period, was one of the most efficient Magistrates in the County. For the past two or three years his health was more or less impaired from disease contracted during the rebellion of 1837, and on that account he was not so actively identified with public affairs as in former years. His funeral took place on Sunday last, and was largely attended by the Volunteer Force of the town and surrounding country, who assembled in larger numbers than ever before witnessed here, to pay a last tribute of respect to the remains of one who ever took an active part in behalf of the Militia, and in more perilous times loyally did his duty in defence of his Queen and Country. His funeral obsequies at the grave were conducted by the Rev. T. T. Roberts, who read the solemn burial service of the Church of England in an impressive manner.—*St. Catharines Constitutional*.

#### No. 6.—LIEUTENANT-COLONEL JOHN WILLSON.

Died, at his residence in the township of East Gwillimbury, on Tuesday, the 29th ult., Lieutenant-Colonel John H. Willson, aged nearly 73 years. Thus has passed away another of the few remaining volunteers of 1812, who valiantly assisted to defend this country under General Brock at the battle of Detroit and Queenston Heights. For such services rendered during that war, he obtained a medal from his Sovereign, which in his lifetime he was proud to wear. After this war, he settled on a farm in the above-mentioned township, and lived surrounded by a large family connection and a great many friends, who are now left to mourn the loss of a kind friend and affectionate father.—*Newmarket Era*.

#### No. 7.—THE INDIAN CHIEF SAWYER.

Died suddenly at his residence on the Indian Reserve of Tuscarora, on Sunday morning, the 8th of November, Joseph Sawyer, Chief of the Mississaugas Indians of the New Credit, in the 84th year of his age. This venerable Chieftain was well known throughout the Province, particularly in the neighborhood of Toronto, where he and his Band resided previous to their removal in 1847 to the land of the Six Nations Indians, which they now occupy. Chief Sawyer led an active and useful life, and did much for the civilization and prosperity of his Band. He was ever a faithful and zealous ally of the British Crown, having been at the taking of Detroit, as one of the small but valiant Band, who accompanied the gallant Brock on that distant, hazardous, but successful exploit, he also fought at the battles of Queenston and Lundy's Lane, and was present when the Americans attacked Toronto, then called "Little York." He readily turned out to suppress the insurrection in 1837. For many years past he was a devoted Christian guiding his people with much care and wisdom, by whom he was respected and beloved. On his resigning the duties of Chief the Band allowed him a pension of \$200 a year. He is succeeded by his son David.—*Brantford Courier*.

### VI. Miscellaneous.

#### THOUGHTS FOR THE LITTLE ONES.

O little feet, that such long years  
Must wander on through doubts and fears,  
Must ache and bleed beneath your load.  
I, nearer to the wayside inn  
Where toil shall cease and rest begin,  
Am weary, thinking of your road.

O little hands, that weak or strong,  
Have still to serve or rule so long,  
Have still so long to give or ask!  
I, who so much with book and pen  
Have toiled among my fellow-men,  
Am weary, thinking of your task.

O little hearts that throb and beat  
With such impatient, feverish heat,  
Such limitless and strong desires!  
Mine that so long has glowed and burned,  
With passions into ashes turned,  
Now covers and conceals its fires.

O little souls, as pure and white  
And crystalline as rays of light  
Direct from heaven their source divine!  
Refracted through the mist of years,  
How red my setting sun appears,  
How lurid looks this soul of mine!

#### 2. DEAL LENIENTLY WITH LITTLE CHILDREN.

O ye that are wise in your own conceit! never despise the young; never turn from their first sorrow at the loss even of a doll or peg-top. Every privation is a step in the ladder of life. Deal gently with them; speak kindly to them. A little sympathy may ensure a great return when you are yourself a second time a child. Comfort their little sorrows; cheer their little hearts. Kind words are the seeds sown by the wayside, that bring forth fruit, "some sixty-fold, some an hundred-fold." Bear in mind ever that "the child is father to the man;" and when you would pass a sorrowing one coldly by—whether you see it mourning over a dear friend or a lost half-penny; whether coupled to crime by the iron hand of necessity, or dragged into it by the depraved will of a bad mother, or some other unlucky circumstances—remember that still it is a child, a piece of nature's most flexible wax, and credible to false prints. Spurn it not because its clothes are rags, or its parents vagrants; it is the mighty, and yet the innocent representative, perhaps of generations yet unborn. Give it the look of kindness that childhood never mistakes; speak to it the word of cheer that even old age never forgets. Do it, if not for the sake of your common nature, do it, for the sake of One who said: "Inasmuch as ye did it to the least of these, ye did it unto me." "Suffer little children to come unto me, and forbid them not, for of such is the kingdom of heaven."—*Vermont School Journal*.

### 3. CHILDREN'S HYMNS.

We are not quite sure that it is wise to exclude the hymnology of adult experience from the children's shelf. There are many who can go back to their earliest childhood as the time when they learned "Come, my soul, thy suit prepare;" "Begone unbelief, my Saviour is near;" "Oh, for a closer walk with God;" "Rock of Ages, cleft for me;" "Jesus, my all, to heaven is gone," etc.; and they will acknowledge that there is a savour about these hymns which they do not find in similar hymns committed to memory at a maturer age. Besides, there is to a child's mind a positive attraction in the hymns which his grown up friends know and value.—*S. T. Treas.*

### 4. THE QUEEN AND CHRISTMAS.

Queen Victoria had the children of the workmen on the Osborn estate, assembled on Christmas, where a Christmas tree loaded with presents, was arranged. Assisted by members of the Royal family, the Queen spent the afternoon in distributing the presents to the children consisting of wearing apparel, books, toys, &c. Afterwards she gave great coats, blankets, &c., to the laboring men and women. A few days before, the Queen dispensed liberally to the blind and paralytic in and around London. The English people are accustomed to the bestowment of charity during the Christmas holidays, and their amiable Queen is giving strength and beauty to the fashion by her bright example. Her sad heart finds comfort in the relief of sorrow and poverty.—*N. Y. Commercial Advertiser.*

### 4. TOBACCO PROHIBITED AT WINDSOR.

The use of tobacco for smoking purposes within the precincts of Windsor Castle has been prohibited by the express command of Her Majesty the Queen. Cards, neatly framed and glazed, requesting that gentlemen will not smoke in the castle, have been hung in the private rooms of the lords in waiting and the equeries of the royal suite, and even in the rooms of the York tower, which are being fitted up for his royal highness the Prince of Wales. The servants and workmen of the castle are prohibited from smoking within the castle, by command of Her Majesty.

## VII. Educational Intelligence.

### CANADA.

— **UNIVERSITY OF TRINITY COLLEGE.**—At the recent convocation of this University, the following degrees were conferred:

*B. A.*—Givens, Charles Scott; Fraser, William James Baker; Bogert, David Ford; Richardson, William; Mockridge, Rev. James; and Wells, John. *M. A.*—Irgles, Rev. Charles Leycester; Nesbitt, Rev. George; Smythe, Rev. James; Cayley, Rev. John D'Arcy, and Anderson, Rev. Gustavus Alexander.

*D. C. L.*—Magrath, Charles, and Kingsmill, John Incheeran.

The following prizes were then distributed by the Chancellor:

*Chancellor's Prize for Classical Honors, 1861.*—L. H. Evans. *First Kent Prize for Divinity Essay, 1862.*—Rev. S. Houston; *Second ditto, Harrison.* *The Bishop's Theological prize for 1863.*—Harrison. *Classical prize in Third year.*—Richardson. *Mathematical prize in Third year.*—Givins. *Classical prize in Second Year.*—Henderson. *Mathematical prize in Second Year.*—Kennedy. *Geological prize in Third Year.*—Ouston. *Ditto Second Year.*—Jones. *Chemistry and Natural Philosophy prize in First Year.*—Bond. *Dr. Fuller's Reading Prizes, First prize.*—Trew; *Second ditto.*—Harrison. *First Kent Prize for 1863.*—Rev. J. Langtry; *Second ditto.*—Trew. *The Hamilton Memorial prize for 1863.*—Harrison.

Ten students were teen Matriculated, after which the benediction was pronounced by the Lord Bishop and the Convocation closed. The students having given three hearty cheers for the Queen, three for the Chancellor, three for the Bishop, and three for the Professors, the assemblage separated.

— **UNIVERSITY COLLEGE CLASSICAL TUTORSHIP.**—Mr. George Cooper, B.A., of the County of Elgin, and lately teacher of a select school in Aylmer, has been appointed classical tutor in University College, Toronto.

— **TORONTO UNIVERSITY SENATE.**—The Rev. John Davidson, of Toronto, has been appointed an additional member of the Senate of the University of Toronto.

— **SCHOOL HOUSE, TORONTO TOWNSHIP.**—On the 4th inst. a large and commodious school house, which was erected during the past year, in School Section No. 16, Toronto Township, was inaugurated. The ladies of the section provided an abundant supply of viands for the crowded

assembly. After tea, Robert Barber, Esq., was called to the chair, and the Rev. J. L. Sanders engaged in prayer; after which Mr. Gardner spoke of the improvements which had been made in the neighbourhood during the past thirty years, comparing the brick school houses with the old logs. Mr. McGuire, the local superintendent, spoke of the deep interest taken in the youth both in Europe and America, and especially in this Province. He addressed the children, eliciting answers proving that without an education they could know but little of the past, and be totally unqualified for the discharge of their duty in the future. Rev. Mr. Sanders argued that while it was the duty of parents to obtain for their children a good common school education, yet all those who had the means ought to provide a higher education for their offspring. There were also dialogues and recitations by the children. Miss Anderson discoursed sweet music, assisted by the children and others in singing, which added to the interest of the meeting. After the usual votes of thanks the meeting dispersed. The whole proceedings were interesting and entirely new in common schools in this township.—*F. T.*

— **COUNTY OF OXFORD TEACHER'S ASSOCIATION.**—A meeting of the County of Oxford Teacher's Association was held in the Union School, Ingersoll, on Saturday the 9th ult., Rev. W. O. Beardsall in the chair. A discussion arose upon the following question, in which Messrs. Silvester, Wells, Ross and Kellog took part:—"Why should not rural school sections have the privilege of four weeks holidays for a midsummer vacation as in cities and towns," giving rise to the following resolution:—Moved by Miss Robertson, seconded by Mr. Wells, "That this Association, whilst recognizing the soundness of the policy by which a distinction was made in the duration of the summer vacation in towns and rural districts, in order to overcome the prejudices which exists in the latter regarding holidays, is of opinion that the time has arrived when it would be advantageous to the cause of education to assimilate the summer vacation to all common schools, and that such vacation shall not be less than one month; that a committee of Messrs. Silvester and Cullen be appointed to communicate with the Provincial Association of Teachers on the subject. Carried. Moved by Mr. Williams, seconded by Mr. Ross, "That Mr. Cullen be appointed delegate to represent at the first meeting of the County Council the claims of the Teacher's Association, urging the appointment of a County Superintendent. Carried. A debate took place on the following: "Should lessons be prepared at home?"—if so, in what proportion, and is it necessary or advisable to visit parents with regard to the subject or for the general good of the School." Moved by Miss Adams, seconded by Mrs. Adkins, "That to keep the parents interest in the education of their children, it is very desirable that lessons, however short, should, in a slight proportion, be prepared at home, and that the length of such tasks be left wholly to the teacher, as classes are varied to so great a degree in different schools.—Carried. The following officers were then elected by ballot for the present year:—President, Mr. J. Wells; 1st Vice-President, Mrs. Adkins; 2nd Vice do. Miss Robertson; Secretary & Treasurer, J. F. Cullen. Councilors, Miss Adams, Miss Dees, Messrs. Kellog, Ross, Williams, McCauland, Thynne, Yule; Rev. W. O. Beardsall. On motion it was resolved that the meeting adjourn to meet again in Woodstock on the fourth Friday and Saturday in March.

— **SUCCESS OF A MONTREAL M. D.**—Mr. Stephenson, (son of the late Dr. Stephenson of this city) formerly a high-school boy here, and afterwards educated at Trinity College, Cambridge, where he took high honors, has recently received the appointment of Professor of Astronomy in the University of Calcutta, with a salary of £840 sterling, per annum.—*Montreal Gazette.*

### PROVINCIAL CERTIFICATES GRANTED BY THE CHIEF SUPERINTENDENT OF EDUCATION.

The Chief Superintendent of Education, on the recommendation of the masters of the Normal School, and under the authority of the following section of the Upper Canada Consolidated Common School Act. 22 Victoria, chap. 64, has granted to the undermentioned Students of the Normal School, Provincial Certificates of Qualification as Common School Teachers in any part of Upper Canada:

"107. The Chief Superintendent of Education, on the recommendation of the Teachers in the Normal School, may give to any Teacher of Common Schools a Certificate of Qualification, which shall be valid in any part of Upper Canada until revoked; but no such Certificate shall be given to any person who has not been a Student in the Normal School."

The certificates are divided into classes, in harmony with the general programme, according to which all teachers in Upper Canada are required to be examined and classified, and are valid until revoked, or until the expiration of the time mentioned in the certificate.

Each certificate is numbered and recorded in the Register of the Department, in the following order :

**TWENTY-FIFTH SESSION.—DATED 15TH JUNE, 1863.**

(In addition to the list published in the July number.)

**Second Class.—Grade C.**

[Expires one year from date.]

1722 Richardson, Isabella.

**THIRTIETH SESSION.—DATED 22ND DECEMBER, 1863.**

#### MALES.

**First Class.—Grade A.**

1723 Langdon, Richard Vickery (1841).  
1754 Martin, John (1863).  
1755 Murphy, John Joseph.  
1756 Rutherford, James [No. 89 on Application Register].

**First Class.—Grade B.**

1724 Alexander, William.  
1757 Webb, Joseph Hughes.

**Second Class.—Grade B.**

1725 Archibald, Charles.  
1726 Berney, Wm. Henry (1838).  
1727 Brown, Miles.  
1728 Butler, Richard Charles (1839).  
1729 Elliott, John Charles (1836, 1850).  
1730 Girdwood, Alexander.  
1731 Hanly, John (1176).  
1732 Hardie, Robert (1542).  
1733 Keirnan, Thomas (1090, 1447).  
1734 King, John Sumpter (1663).  
1735 McKay, Andrew (1648).  
1736 Narraway, John Wesley.  
1737 Nichols, Wilmot Mortimer (1865).  
1738 Rose, Leonard Alfred (1669).  
1739 Wark, Alexander (926, 1100).  
1758 Bogart, George Arthur.  
1759 Brown, Livius.  
1760 Carter, William Henry Perry.  
1761 Christie, Elias.  
1762 Cochran, Charles.  
1763 Donnelly, James.  
1764 Elliott, George.  
1765 Gerow, Arthur Martin.  
1766 Heaslip, Nelson.  
1767 Lovett, William.  
1768 McArthur, Robert Blair.  
1769 McFarlane, George.  
1770 McMahon, Michael.  
1771 McTavish, Douglas.  
1772 Monkman, John Gordon Lawrence.

**First Class.—Grade C.**

1740 Cameron, Thomas, (1651).  
1741 Cuthbertson, Edward Greer (1087, 1547).  
1742 Herriek, Alvan Corson (1659).  
1743 Hodge, George (1661).  
1744 Moment, Alfred Harrison (1642).  
1745 Swan, Thomas (1675).  
1746 Thompson, Matthew (1480).  
1773 Pear, William.  
1774 Rutherford, James [No. 64 on Application Register].  
1775 Squire, William.  
1776 Wait, Lucien Augustus.  
1777 Williams, William.

**Second Class.—Grade C.**

[Expires one year from date]

**Second Class.—Grade A.**

1747 Abbott, John Thomas.  
1748 Ayers, William.  
1749 Campbell, Robert A. (18).  
1750 Gibson, James.  
1751 Hall, Asa.  
1752 Harcourt, Luke Arthur.  
1753 McDonald, William (1666).  
1778 Allen, John.  
1779 Braiden, Wilson.  
1780 Titchworth, Ira Cyrus.  
1781 McKellar, Hugh.  
1782 Oles, John.  
1783 Parsons, John.  
1784 Pritchard, James.  
1785 Simpson, John William.

#### FEMALES.

**First Class.—Grade A.**

1786 Clark, Clara Jane.  
1787 Clark, Sarah Haley (1401, 1491).  
1788 Gibson, Rachael (1417).  
1793 Bell, Mary Ann (1699).  
1794 Gillen, Ellen (1616, 1693).  
1795 Hamilton, Sarah Jane (1716).

**Second Class.—Grade A.**

1789 Horner, Esther Anne Rogers (1419).  
1790 Irvine, Eliza.  
1791 Mackay, Jessie.  
1792 Williams, Eliza Ann (1521, 1612, 1697).  
1796 Oash, Charlotte (1718).  
1797 Coyne, Annie.  
1798 Horgan, Mary Rebecca (1717).  
1799 Kahlor, Emma Amelia.  
1800 McCabe, Margaret.  
1801 Muirhead, Maggie (1822).  
1802 Mullin, Charlotte Anne.

1803 O'Brien, Eliza (1707).

1804 Robbins, Ellen Gertrude.

1805 Stewart, Annie (1153, 1708).

1806 Sudborough, Sarah Anne (752).

1807 Wright, Mary Eleanor (1711).

1808 Young, Sarah.

1821 Jones, Rebekah.

1822 Lamb, Susannah (1718).

1823 Macgregor, Mary.

1824 Martin, Elizabeth (1705).

1825 Mills, Margaret.

1826 Reeves, Ellen Margaret.

1827 Twohy, Ellen (1721).

1828 Warburton, Lucinda.

1829 Walsh, Jane (1709).

**Second Class.—Grade B.**

1809 Atkinson, Mary.

1810 Barnes, Anna.

1811 Cameron, Anna Isabella.

1812 Campbell, Mary.

1813 Caspey, Margaret.

1814 Cartmell, Martha Julia.

1815 Churcher, Annie.

1816 Coyne, Maria Hamilton.

1817 Dobie, Isabella McCreath.

1818 Elder, Jane (1715).

1819 Gillen, Margaret Jane (1817).

1820 Hay, Janet Kenrick.

**Second Class.—Grade C.**

[Expires one year from date.]

1830 Baldwin, Louisa.

1831 Bales, Annie.

1832 Belfry, Sarah Ann.

1833 Crawford, Grace.

1834 Scott, Eliza Patton.

1835 Sinclair, Janet.

1836 Stanley, Catherine Penelope.

#### EXPIRED CERTIFICATES.

The certificates of the *Second Class, Grade C.* granted subsequently to the Nineteenth Session, have been limited to one year from their respective dates. In the *Journal of Education* for July, 1860, for February and July, 1861, for February and August, 1862, and for February and July, 1863, lists of the certificates which had expired up to those dates were published, and the following list shows those which expired on the 22nd December, 1863:

#### MALES.

1574 Corbett, Richard.  
1575 Hill, John Neilson.  
1576 Keam, Reuben.  
1577 Sanderson, Robert.

#### FEMALES.

1613 Cole, Lucinda Arvilla.  
1614 Crawford, Margaret.  
1615 Obtained Second Class A. (1691).  
1616 do do (1692).  
1617 do do B. (1819).  
1618 Ferrell, Kate Walker.  
1619 Grant, Elizabeth.  
1620 Obtained second class B. (1704).  
1621 do do A. (1694).  
1622 do do do (1801).  
1623 Mulcahy, Mary.  
1624 Obtained Second Class B. (1706).  
1625 Turney, Melissa.  
1626 Obtained Second Class B. (1710).

\*. A certificate has no legal value after the date of its expiration.

ALEXANDER MARLING

Education Office,

Toronto, 22nd December, 1863.

Registrar.

#### GREAT BRITAIN.

— **UNIVERSITY OF CAMBRIDGE.**—The election of High Steward of the University of Cambridge, in the room of the late Lord Lyndhurst, resulted in the return of Earl Powis, who, being the only candidate, was declared duly elected.

— **UNIVERSITY OF OXFORD.**—The Rev. J. P. Lightfoot, D.D., Rector of Exeter College, has been appointed Vice-Chancellor of the University of Oxford for the ensuing year.

— **UNIVERSITY COLLEGE, LONDON.**—A donation of £3000 has just been made to the funds of University College, London, by the Parsee firm of Cama and Co., of Bombay and London, in testimony of their sense of the advantages which many natives of India have derived from the education, general and professional, they have been enabled to receive at that College, "without interference with the religious creed inherited by them from their ancestors." The same firm, a short time ago, presented £1000 to the Hospital of the College.

— **SCIENCE AND ART TRAINING SCHOOLS.**—The new National Art Training Schools of the Science and Art Department of the Committee of Council on Education at South Kensington, were opened for use on the 5th of October, and are the first permanent buildings which have been provided for this purpose in this country. In the first instance, in 1837, when the School of Design was instituted, the classes were held in rooms on a second floor in Somerset House. Next, the classes met, in 1852, in Marlborough House; then in wooden buildings at South Kensington, to which place the Training Schools were removed in 1856. The present buildings are of a plain brick, but of substantial, fireproof character, and provide for all the

\* The figures in brackets indicate the number of a previous certificate obtained by the student named.

special requirements of an art school. A distinct series of rooms has been provided for male and female classes. In each series separate rooms are assigned for drawing, painting, and modelling, &c., and there is a lecture-room in common for the male and female classes. The entrances to the respective classes are in Exhibition Road. This series of buildings forms the north and west sides of the inner quadrangle of buildings, the plan of which was approved by the Select Committee of the House of Commons in 1860.

## Calendar for the Year 1864.

1864.	SUNDAY.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.	1864.	SUNDAY.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
JANUARY (31 days.)	3	4	5	6	7	8	9	JULY (31 days.)	3	4	5	6	7	8	9
	10	11	12	13	14	15	16		10	11	12	13	14	15	16
	17	18	19	20	21	22	23		17	18	19	20	21	22	23
	24	25	26	27	28	29	30		24	25	26	27	28	29	30
	31								31						
FEBRUARY (29 days.)	1	2	3	4	5	6	7	AUGUST (31 days.)	1	2	3	4	5	6	7
	8	9	10	11	12	13	14		8	9	10	11	12	13	14
	15	16	17	18	19	20	21		15	16	17	18	19	20	21
	22	23	24	25	26	27	28		22	23	24	25	26	27	28
	29								29	30	31				
MARCH (31 days.)	1	2	3	4	5	6	7	SEPTEMBER (30 days.)	1	2	3	4	5	6	7
	8	9	10	11	12	13	14		8	9	10	11	12	13	14
	15	16	17	18	19	20	21		15	16	17	18	19	20	21
	22	23	24	25	26	27	28		22	23	24	25	26	27	28
	29	30	31						29	30	31				
APRIL (30 days.)	1	2	3	4	5	6	7	OCTOBER (31 days.)	1	2	3	4	5	6	7
	8	9	10	11	12	13	14		8	9	10	11	12	13	14
	15	16	17	18	19	20	21		15	16	17	18	19	20	21
	22	23	24	25	26	27	28		22	23	24	25	26	27	28
	29	30							29	30	31				
MAY (31 days.)	1	2	3	4	5	6	7	NOVEMBER (30 days.)	1	2	3	4	5	6	7
	8	9	10	11	12	13	14		8	9	10	11	12	13	14
	15	16	17	18	19	20	21		15	16	17	18	19	20	21
	22	23	24	25	26	27	28		22	23	24	25	26	27	28
	29	30	31						29	30					
JUNE (30 days.)	1	2	3	4	5	6	7	DECEMBER (31 days.)	1	2	3	4	5	6	7
	8	9	10	11	12	13	14		8	9	10	11	12	13	14
	15	16	17	18	19	20	21		15	16	17	18	19	20	21
	22	23	24	25	26	27	28		22	23	24	25	26	27	28
	29	30							29	30	31				

### NUMBER OF TEACHING DAYS IN 1864.

(LEAP YEAR).

#### County Grammar Schools.

January	17	July	—
February	21	August	18
March	15	September	22
April	23	October	21
May	20	November	21
June	18	December	16
Total	114	Total	98

#### Common and Separate Schools.

January	20	July	21
February	21	August	18
March	22	September	22
April	21	October	21
May	22	November	22
June	22	December	17
Total	128	Total	116

N.B.—In Cities, Towns, and Villages, Common and Separate Schools have only one teaching day in August; and where the Common and Grammar Schools are united, the Grammar School terms and regulations apply to both.

## VI Literary and Scientific Intelligence.

— LITERARY.—Dr. W. H. Russel is about to publish, under the title of "Canada: Its Defences, Condition and Resources," an account of his travels in that country, during the winter of 1861. Two more noble authors are announced in England—the Duke of Manchester who has written two volumes of "Court and Society from Elizabeth to Ann," and Viscount Amberley, eldest son of Earl Russel, who has just attained his legal majority and figures as an author in the last number of the *North British Review*. As many as three new 'Dictionaries of the Irish Language' are now simultaneously being published in Dublin. It is said that the late Lord Lyndhurst left manuscript memoirs and sketches which are soon to see the light.

— STATUE OF CHRISTOPHER NORTH.—The inhabitants of Edinburgh commissioned Mr. John Steel, a Scottish sculptor, to make a bronze statue of the late Professor John Wilson, to be erected at the northwest corner of Prince's Street Gardens, in that city—"mine own romantic town," Scott called it. The clay model is completed, and the statue is probably cast ere this. Wilson resided in Edinburgh from 1815, with scarcely any intermission, until his death in 1854. The commission to make this statue was given to Mr. Steel in 1857. The figure is ten feet high, and will be placed on a granite pedestal. We learn from Mrs. Gordon, daughter and biographer of Wilson, that "the careless ease of his dress has been adopted with scarcely a touch of artistic license, in the statue: a plaid, which he was in the frequent habit of wearing, supplies the needed folds of drapery, and the trunk of a palm-tree gives a rest to the figure, while it indicates, commemoratively, his principal poetical work, 'The Isle of Palms.' The lion-like head and face, full of mental and muscular power, thrown slightly upward and backward, express fervid and impulsive genius evolving itself in free and fruitful thought—the glow of poetical inspiration animating every feature. The figure, tall, massive, and athletic; the hands, the right grasping a pen, at the same time clutching the plaid that hangs across the chest, the left resting negligently on the leaves of a half-open manuscript; the limbs, loosely planted, yet firm and vigorous; all correspond with the grandly elevated expression of the countenance."

— NEWSPAPER PRESS IN THE HOLY LAND.—A monthly journal of news, politics, and literature, has been announced in Jerusalem. It is printed in Hebrew and Arabic, and is called "Halbanon," or, "The Lebanon." The editors are J. Bril M. Cohen, and J. M. Bram.

SIR JOHN BOWRING has presented to the British Museum his very extensive and magnificent collection of insects, which, besides containing the result of his own researches in India and China, and the different collection made by Wallace, Bates, Mouhot, and others, includes Mr. Tatum's cabinet of Carabids, Mr. Jeckel's Curculionids, and Chevrolat's and Curtis's Longicorn Beetles.

### BLACKWOOD AND THE BRITISH REVIEWS.

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All communications to be addressed to J. GEORGE HODGINS, LL.B., *Education Office, Toronto*.

LOVELL AND GIBSON, PRINTERS, YONGE STREET, TORONTO.



# JOURNAL OF EDUCATION,

Upper Canada.



Feb. 26

VOL. XVII.

TORONTO: FEBRUARY, 1864.

No. 2.

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## RECENT EDUCATIONAL SPEECHES IN ENGLAND.

(Continued from page 5.)

### VI. RIGHT HON. THE EARL OF DERBY.

#### EDUCATION AND CLASSICAL SCHOOLS IN ENGLAND FIFTY YEARS AGO.

IN a recent address at the Collegiate Institution, Liverpool, the corner stone of which the Earl of Derby laid twenty-three years previously, he thus referred to the state of education in England fifty years ago:—I need not say to those who know the history of education in this country that fifty years ago—I speak of a time when I myself was a boy at Eton—the education of this country was upon a deplorably low standard; that the amount afforded of public education for any class of society was exceedingly scanty in amount, and exceedingly deficient in character. It is true, indeed, that to a certain portion of the higher, or, at all events, the wealthier classes the public schools afforded a certain degree of instruction and of education; but, at the same time, without in the slightest degree wishing to disparage those classical studies which at that time formed the almost entire and exclusive subject of instruction at Eton—those studies from which I hope that I have myself derived some advantage, and which I am sure have procured for me great enjoyment—I say without in the slightest degree disparaging studies which I hope will always be considered as an essential portion of a liberal education in this country, I am bound to say that at the time of which I speak—things have much improved since—whatever benefit a boy derived from his instruction at Eton was derived much more from the effect produced upon his character by the social influence of that little miniature world of which he was a citizen than by any cultivation of his intellect or expansion of his mental powers which he could derive from the ordinary business of the school. I believe that Eton was a

tolerable representative at that time of the state of the public schools generally, and such as that education was it is quite evident that, with some few exceptions, the education which it did afford was only available to the wealthier classes, and to persons, at all events, in easy circumstances of life.\* With regard to the other classes, education was infinitely more deficient still. The ancient grammar schools—excellent as they were in their original intention, and adapted to the times for which they were founded—were insufficient to meet the requirements of the present age, even if they had not, in many cases, from apathy, from neglect, from abuse, and from insufficient endowment become wholly or partially insufficient.

#### EARLY YEARS OF GIVING EDUCATION TO THE MASSES.

At the time of which I speak—God be praised that a change has taken place since—there were many excellent men who apprehended serious danger from communicating instruction and education to the lower classes of society, and thought it was absolutely essential to the well being of the country that these classes, in order that they might not be dissatisfied with their condition, should be kept in a state of profound ignorance. I am speaking of opinions and feelings which prevailed many years ago. A change, however—a vast change—has come over the feelings of society upon these subjects; and I am not quite sure that we do not, with regard to the lower class of society, run some risk of falling into the opposite error, not of over-educating—for I think it is impossible to over-educate boys who are capable of receiving such an amount of instruction as may be given to them during the short period to which their school attendance is confined; but I am afraid there is some risk with regard to the lower classes that our education should be too ambitious, and that in striving to crowd a vast amount of instruction into a very limited space of time which alone can be afforded, we run the risk of getting not a sound, wholesome, elementary education, but a superficial smattering of a great deal without a solid knowledge of that which is most useful.

#### PRESENT EDUCATIONAL PROVISION FOR THE MIDDLE CLASSES.

The great improvement, however, which took place in the education of the lower classes made still more apparent the lamentable deficiency of any proper provision for those whom we call, by a

\* The present condition of Eton College, as to numbers, which are steadily increasing year by year, showing the high estimation in which the school is held by the upper and middle classes, is very encouraging. In the year 1850, there were only 357 boys in attendance; and the following numbers for each year during the ten years from 1852 to 1861, both inclusive, will show the steady onward progress of the school:—1852, 597; 1853, 613; 1854, 602; 1855, 614, 1856, 666; 1857, 744; 1858, 758; 1859, 801; 1860, 820; 1861, 828.

familiar and colloquial expression, the "middle classes" of society; and it was to meet the want which was then more and more felt, and felt more especially in the great commercial towns of this country, that almost simultaneously were established, as I believe, the Collegiate Institution of Liverpool, the school at Rossall, the Colleges of Marlborough and Cheltenham, and, I believe, several establishments of a similar description.

#### HAPPY FUSION OF CLASSES OF SOCIETY IN ENGLAND.

Now, I have used the term "middle classes," because it is one which has a certain colloquial and well understood significance, although it is one which I believe it would be found exceedingly difficult to define. In point of fact—and it is one of the great happinesses of our social condition in this country—it is almost impossible to draw a line of distinction between the various classes and grades of classes into which, from the highest to the lowest, society is distributed. There is not in this country, as in many others, a broad, clear, and sharp line of distinction between different ranks and different conditions which it is impossible to pass over from the one side or the other, and which keeps up a permanent barrier between the different classes of society. In this country there is no such line. The distinctions of rank and social position are, no doubt, understood and respected; but, on the one hand, the descendant in the second generation of the highest peer in the realm has no distinguishing mark to separate him from the community at large. He is rather absorbed, I would say, in the general class of society, and his position from that time must be dependent, like the position of all others, upon his own industry, his own talents, and his own abilities. (Applause.) On the other hand, we see daily the ranks of the peerage and of the highest classes recruited from the middle and lower class of the community, giving fresh life, fresh blood, and fresh energy to the ranks into which they enter, and giving more encouragement and more stimulus to those from which they proceed. But supposing we were to draw a line, which I think after all would be a very inexact one, I ask you to look what a vast amount, what an immense social range, what infinite gradations are left between these two extremes, all of which gradations and ranks constitute that which we mean by the middle-classes of society in this country. Such is the happy fusion by which one rank and one gradation melts into and is absorbed by another, forming the harmonious chain by which the whole of society is bound together in this happy country. (Loud cheers.)

#### THE GREAT MIDDLE CLASSES OF ENGLAND—ILLUSTRIOUS EXAMPLES.

Looking to the extent of the middle classes as I have defined them—that active, energetic body, the leaven of the whole social community—which has furnished no inconsiderable number of our statesmen, which has furnished by far the largest proportion of the liberal professions, the bar, the bench, and the episcopal bench, also, which has distinguished itself in the army, which, in point of fact, has supplied every liberal profession with some of its brightest ornaments. I have often heard the late Sir Robert Peel make it a subject of boast that he belonged to and had sprung from the middle classes of society (hear, hear); and we all know that, by his own energy and industry, the father of Sir Robert Peel raised himself from a position certainly not entitling him to be placed above the middle classes. I remember that, twenty years ago, another right hon. gentleman, and an ornament of this country at the present time—I mean the Chancellor of the Exchequer—made it his boast that he, too, was sprung from the middle class of society, and he pointed with pride to the honourable example and the honourable position which had been attained by his respected father, who was well known in Liverpool as a merchant, and respected by all who knew him. (Loud cheers.) From the middle class have sprung such lawyers as Eldon, and Stowell, and Lyndhurst, and St. Leonards. (Cheers.) From the middle class have sprung such soldiers as Clyde. (Renewed cheers.) From the middle class have sprung men of science too numerous to be mentioned, and among whom it would be invidious to draw a distinction by naming any one.

#### SYSTEM OF MIDDLE CLASS EDUCATION IN ENGLAND—EXAMPLE.

Looking to the infinite gradations which are comprised in this middle class, to the various prospects of life, to the various abilities and circumstances of those comprised within that great range, the idea of establishing an education for the middle classes in a single school will at once be seen to be absurd and preposterous. How, then, was it possible in one institution to give at once an education suited to the position, to the fortunes, and to the prospects of classes of society ranging over so vast an extent and including among them so many differences? The only mode which could possibly meet the difficulty was that which has been adopted in this Collegiate Institution—namely, in opening within the same building not one but three separate educational establishments. The three schools, therefore, into which it is at the option of any parent to enter his son, are the higher, the middle, and the lower school.

These are not, as the terms would perhaps suggest, grades of the same school, from one of which a boy might be passed in accordance with the progress made in his education, but they are entirely separate and distinct schools, though under the same management. The lower school applies itself to what is called an ordinary English education, with some knowledge of French, but to the exclusion altogether of any classical studies whatever. The middle school, of course, requires a larger range, and affords a higher cultivation. It includes a knowledge of German, mathematics, and Latin; but it does not go to the higher kind of classics, and does not, I believe, include a knowledge of Greek. The upper school, from which a certain portion, at all events, go to the Universities, includes also among its studies those classical studies to which I have referred, as well as various branches of learning which are deemed essential to a modern, although not thought essential to an ancient education. Now, I have said that these are separate schools, but to this there is one exception—an exception which I think has worked very beneficially. In each half-year, it is competent to the managers of the school to elect for merit some one boy from the lower school to the middle, and from the middle to the higher, that raising not involving (as it would be unjust that it should) an additional pecuniary payment to the parent, but obtaining for the boy, at the lower rate of payment, a higher class of education, that higher class of education having been earned by his own merits, talent, and industry. (Loud applause.) And I am happy to say that among those to whom it will be my pleasing duty to offer prizes for success upon the present occasion, are two who have both commenced in the lower school, have worked their way successfully to the middle, and from the middle to the upper school, and in the upper school have not only placed themselves in the first class of University examinations, but have both been at the very head of those local University examinations, not for the centre of Liverpool alone, but for the whole of the United Kingdom. (Cheers.) One of our earliest prizemen has, within the last year or two, stood first in the highly scientific institution of Woolwich, and has obtained a commission in the Engineers by competitive examination. It is also a most gratifying fact, that within this year two of the former prize boys of the institution have been successful candidates for the Indian Civil Service Examination,—no slight test of their general knowledge and ability. In the last two years there have been from this College no less than five Wranglers at the University of Cambridge. (Cheers.) I ought to mention one subject, which is of the highest importance—I mean that in all cases, and in all the schools—the highest, and lowest, and the middle—they make an essential part of the education here given a sound religious instruction according to the doctrines and principles of the Church of England. It has been decided, and I think with a judicious and wise toleration, that those boys whose parents object to their being instructed in the catechism and formularies of the Church of England should be exempt from so much of attendance upon and teaching of the services of the Church. And the best proof that can be given that this is a sound and reasonable principle is, that a few years ago—and I have no reason to suppose the proportions are materially changed—the number of Nonconformists in the higher school amounted to 10 per cent., in the middle school to 20 per cent., and in the lower school to no less than 30 per cent. of the whole population, thus showing that while we adhere strictly to the doctrine and discipline of the Church of England, there is no intolerable obstacle to our affording with perfect satisfaction to a large body of Dissenting Protestants a sound religious education. (Cheers.)

#### SYSTEM OF UNIVERSITY LOCAL COMPETITIVE EXAMINATIONS—ITS WORKING.

Within the last few years the range of education given at the Universities has been considerably extended. New schools of natural and physical science have been introduced and made the subject of direct competition, and conditions for obtaining degrees. The Universities themselves, therefore, have considerably enlarged their range of teaching as qualifications for obtaining the University degree; and it is a great satisfaction to me to think that the measure adopted by the Universities of thus communicating with the whole mass of the community has been satisfactorily carried out by the happy adoption of a principle which introduces to the teaching and to the examination of the members of the University those whose circumstances or position do not enable them to become members of the University itself. I have always felt, with all the fondness for the Universities which I sincerely entertain, we that have been too much aloof from the great mass of the population, and that the great body of the country did not take that interest in them which their real importance and value eminently deserve. But I think by the *quasi* incorporation of a large number of schools in the teachings and examinations of the University a most important connecting link has been introduced between them and the population at large, most beneficially for the Universities themselves, and most beneficially, also, for those colleges and establishments

which are brought into immediate connection with them. (Cheers.) The examinations adopted by the examiners from Cambridge and Oxford act, necessarily, as a great stimulus, and confer a great distinction upon the members of the middle, and even the lower classes. They act as a great stimulus to the boys, and I am not sure that they are not of almost equal importance in acting as a great stimulus to the masters of the various schools throughout the country. These examinations bring together the candidates for honours from all the various schools, and it is a matter of justifiable and laudable ambition in the master of a school that his boys should be able to distinguish themselves in competition with those from other schools in the same centre, and, indeed, in the country at large. The senior classes, you are aware, must not be above the age of 18 years, and the junior class at the two Universities must not exceed the ages of 16½. These are the restrictions, and it is provided that, before entering upon any examination at all, it is necessary for a preliminary examination to take place, in order to satisfy the examiners that in attending to the higher branches of knowledge the elementary instruction has not been overlooked or partially taken up. The preliminary examination comprises reading aloud, writing, parsing, English, arithmetic, some knowledge of geography, and the outlines of English history; the quality of the handwriting and the spelling are also taken into account. These are the preliminary examinations to qualify the junior candidates for entering upon the competitive examination. They are then to be instructed, and be examined in the rudiments of faith and religion; that is, not only a knowledge of the contents of the Bible, but also in the Catechism, the Morning and Evening Services, and the Litany. For these, distinguishing marks will be given, to count in estimating the whole scale of merit. There is some difference between the two Universities with regard to this religious question. They both of them adopt the same principle, in point of fact, which has been adopted in this school—namely, that boys whose parents object should not be examined in the distinctive doctrines of the Church of England, in the Church of England Catechism, and the Church of England Prayer Book, although they may obtain marks for proficiency in these if they choose to take them up to the University of Oxford; an arrangement differing from that of Cambridge, which refuses a certificate to boys by a set of examinations in what is called the rudiments of faith and religion, unless they should have gone up in both examinations. In 1861 there were 935 examined, of whom 571 were examined in the rudiments of faith and religion, and 338 satisfied the examiners. The next year the University determined to give marks for this examination, and next year the numbers examined increased from 939 to 1,021, the whole number examined. The numbers examined in faith and religion amounted to 939 out of the 1,021, including 217 not examined in the Catechism and the Church of England, and the numbers who satisfied the examiners were not, as in the previous year, 338, but no less than 538; in itself a convincing proof of the wisdom of the alteration, and that attention to faith and to religion was not disparaged or brought into contempt by being made a portion of the general examination, and placed, as it were, on a level with other studies. (Applause.)

## 1. RECENT EDUCATIONAL SPEECHES IN CANADA.

(Continued from page 9.)

IV. J. W. DAWSON, ESQ., LL.D., PRINCIPAL OF MCGILL COLLEGE.

THE NATIONAL EMBLEMS OF CANADA.\*

Canada has two emblems which have often appeared to some to point out its position in these respects,—the *Beaver* and the *Maple*. The beaver in his sagacity, his industry, his ingenuity, and his perseverance, is a most respectable animal; a much better emblem for an infant country than the rapacious eagle or even the lordly lion; but he is also a type of unvarying and old-world traditions. He does not improve on his ancestors, and becomes extinct rather than change his ways. The maple, again, is the emblem of the vitality and energy of a new country, vigorous and stately in its growth, changing its hues as the seasons change, equally at home in the forest, in the cultivated field, and stretching its green boughs over the dusty streets. It may well be received as a type of the progressive and versatile spirit of a new and growing country.

UNEDUCATED MEN A DEAD WEIGHT.

I hold to be uneducated men, those whose opportunities of training have been limited to the mere imitation of their seniors,—those who, practically, cannot or do not read and write in their own mother-tongue. Such persons must, with few exceptions, drift

with the current. In their habits, their tastes, and their capacities, they will be what their predecessors have been; or, in the new, free states of society, in recently-settled districts, a little lower. Such men may, by their physical powers, be of service to society; but, in the present state of the world's progress, they are mentally and morally a dead weight upon it; and they are liable to strange delusions and wild excitements, which make them, under certain circumstances, an unstable and dangerous mob. To them, their country has no past and no future: their lives and thoughts cling to the present alone, and to this in its narrowest sphere. It is to be hoped that, in British America, few persons now grow up in this condition.

PRACTICALLY UNEDUCATED AND EDUCATED MEN CONTRASTED.

To these we may add as practically uneducated men, those whose education has fallen short of enabling or inducing them to acquire knowledge by reading, or to think for themselves; or, again, those who may have abandoned themselves to sensual and immoral habits, have lost all control over their appetites and passions; or, again, those who have thrown themselves into the vortex of dissipation and frivolity, and are whirled around without any steady perception of their true interests, or those of others. Such men may come out of our schools and institutes of higher learning, though the greater part of them are, even in this respect, uneducated. The educated men are, then, those who, having been trained to some useful profession, and pursuing this with diligence and skill, are at the same time familiar, to some extent, with science and literature, and are in a position to exercise a sound and honest judgment in their own affairs and those of their country. Such men may exist in various social positions. They may, or may not have been trained at colleges and higher schools; but, wherever educated, they are the true strength of a nation growing from infancy to maturity. It is not too much to say, that every college student and graduate should be such an educated man. He, if any man, should be learned, useful, energetic, and thoughtful; a leader of men to be relied on as an efficient member of our British American Commonwealth in this its critical stage of formation and growth. If he should not, he must be regarded as a wretched abortion, a failure in the circumstances most favorable to success, a piece of worthless material, proved unserviceable by the very means employed to render it useful. If he who has been selected to receive a culture not accessible to one in a thousand, should prove unworthy of that culture, a mere drag upon a progressive community, the contrast between his opportunities and his performances only aggravates his failure, and makes him the more despicable.

DUTIES OF EDUCATED MEN IN BRITISH AMERICA.

British America has no room in it for idlers. There is more than enough of work for all, and if we do not find it, it is because we perversely put ourselves in the wrong place. There is, perhaps, at the present time too great a tendency to seek one or two professions as the sole avenues to success in life, not remembering, that in any useful calling there may be ample scope for the energies of even the ablest and best educated men. One of the first duties of the educated young man is thus to find, if possible, his true place in our social system, the gap in the great army of progress which he can best fill, and in which he may best do battle for his country and himself. It is the duty of educated men to cultivate the highest standard of professional excellence. It is disgraceful to the educated man to sink below others in this respect, to be content merely with the name of exercising some useful calling, and to be incompetent to the proper discharge of its duties. Such cases as this are rare; but there are other failures in this matter scarcely less culpable. There are some men who are content with the mere routine performance of the duties of their profession, who aspire to nothing beyond mediocrity, and are in consequence, tempted to court success by mean arts and personal influence, rather than by an honest effort to attain to eminence. There is also a tendency to seek for the easiest and shortest courses of professional training, to think the end is secured if an examination is passed and a title gained; and this kind of entrance into professional life is generally followed by the dilatory and inefficient prosecution of it to which I have just referred. Again, we are too often content, even if we aspire above mediocrity, to limit our hopes to the level of those who have immediately preceded us. There may be circumstances in which this is allowable, but they rarely occur in our time and in this country. Our predecessors have generally had fewer advantages than we, or, if not, these have, to a certain extent, been neutralized by the difficulties of an early struggle in a new country and in untried circumstances. If we are simply to copy them, we shall surely fall below them; and the progress of the arts and sciences among us will be arrested or will give place to premature decay. A mere imitator can never attain to excellence. He who, in a country like this, sets before himself only the standard of a previous generation, will be a dwarf in the generation to come,

\* These extracts are taken from Dr. Dawson's recent McGill College Annual University Lecture on the "Duties of Educated young men in British America."

## NECESSITY FOR PROFESSIONAL SCHOOLS.

The true interests of a profession require that some of its best men should be selected, and furnished with every means for keeping up and extending their professional knowledge and skill, and for communicating these to others; and that in this way the standard of professional attainment should be raised progressively as the country and the world advance in civilisation. It may be a cause of mortification to some jealous and selfish persons that young men better educated than they should enter into professional life; but the truly patriotic will resist all efforts to repress professional education, as being steps backward toward mediæval barbarism. Nor would I limit myself here to schools for the so-called learned professions. We have not enough in British America of art and practical science schools, which could bear directly on the fine and useful arts, and on the growth of our manufactures. But this infant state of our society is passing away, and the time may come sooner than we expect when British America may have not merely schools of Law and Medicine, and Engineering and Normal schools, but Military, Mining, Agricultural and Technological schools, and schools of fine art and ornamental design.

## WHAT OUR SOCIAL CONDITION IMPOSES UPON THE EDUCATED MAN.

The educated man who stops short where the school or college life ends, and thenceforth devotes himself exclusively to the narrow field of professional life, is either a mere special or a pedant. There are countries in the world where the semi-barbarian may be equal to the duties required of him by society. There are, perhaps, countries or conditions of life, where the pure specialist or the pedant may occupy a useful place; but, if so, British America is not one of those countries. Here, the perpetual flow and ebb of social life, the frequent changes of position, the varied kinds of work exacted of nearly every man, demand a variety of information, and a versatility of powers, greater even than that which would be necessary in the more advanced communities of the old world. Our condition is more like that unspecialized state of things which existed in the nations of antiquity, when a man might be called from the plough to the sheep-fold, to command armies and to lead nations; or might fill, at the same time, the most diverse and apparently incongruous offices in the state. It may be that this is but a rudimentary and imperfect social state; but it is one inseparable from the active and vigorous growth of new nations. While, then, amongst us, it is the duty of every man to aim at excellence in his special calling, it is also his duty to cultivate his mental powers more extensively than this, and to aspire to that versatility which may make him useful in any one of the diverse positions to which he may be called. One way of doing this is, by adding to merely professional studies, the pursuit of some branch of literature, science or art, congenial to our tastes. In this country a few departments of literature and science, as public journalism, mining surveys, or teaching the elements of the sciences and arts, may afford a subsistence to professional persons; but, for the most part, our historians and poets, our investigators in science, and our artists, must be amateurs; and it is scarcely too much to affirm, that the extra professional labors of such men are as valuable to the real progress of our higher intellectual life, as any professional efforts can be.

## DUTIES OF THE EDUCATED MAN TO THE UNEDUCATED.

It is one of the narrow objections urged against the higher education, that it benefits a few at the expense of the many. That this is not true, can easily be shown by considering that the support of institutes of higher learning falls in great part on those who are directly benefitted by them, and that the indirect benefits in providing professional men, and in training minds to manage well the higher interests of society are vastly greater than the cost of such institutions. Indeed it may be justly said, that the public aid given to the higher institutions of learning in British America, is altogether disproportionate to the benefits which they indirectly confer on the people. But I wish here to regard the subject from a different point of view, and to show to the educated man, that a weighty obligation rests on him not to isolate himself in selfish indifference from the interests of his fellow-men, but to lend them all the aid that he can in the struggle, which man is constantly making against the evils that beset him in this world. The educated man should be a public-spirited man; and in everything tending to popular enlightenment and training, in which his higher mental culture enables him to be more efficient than others, he should be found at his post as a leading member of the social system. There are some things in particular in which this is especially the case. It is his part to lead in all those applications of science to the useful arts which so much distinguish our time. The uneducated cannot avail themselves of these without assistance. They will often go on from generation to generation, pursuing defective methods in a purely empirical manner, and falling farther

and farther behind the progress of the age. The educated man can often lift them out of this pit, by showing the uses of new methods, and by introducing improvements to their notice.

## EDUCATED MEN SHOULD ADVANCE ELEMENTARY AND HIGHER EDUCATION.

The educated man should do all in his power to promote and improve the education of the young. I have no desire to underrate the condition of our elementary education, or the efforts of those who have labored, and are laboring, for its improvement; but, on the other hand, it is folly to shut our eyes to its imperfections. It is scarcely too much to say, that, owing to incapacity of teachers, defects and deficiencies in the material of education, and shortness of the time devoted to it, not half of our young people receive an elementary training adequate to their station in life: not one-fourth receive such training as to give any good literary tastes, or that mental expansion necessary to enable them to exercise a sound original judgment in the most important affairs of life. Even in our best and highest schools, lamentable defects exist, which can be corrected only by bringing to bear on them the force of an enlightened public opinion. I believe that, if the educated men and women of this country were to study this subject, and cause their influence to be felt on it, our schools would be revolutionized, and a more healthy mental and moral tone communicated to the best of them; while the mere semblance of education, in the case of a large proportion of children, would no longer be tolerated. The educated men, who are to constitute the apex of the social pyramid, owe it to themselves and to their fellow-men more narrowly to inspect the rubbish and stubble which are daily being built into its foundation. The educated man should especially aid and promote the higher liberal education, as distinguished from that which is purely professional, and that which is merely elementary.

## ATTENTION OF EDUCATED MEN TO OUR SOCIAL AND POLITICAL INTERESTS.

Our educated men should not be insensible to the social and political interests of their country. This opens a wide field for useful exertion, ranging from what may be done to improve the sanitary and domestic condition of our poorer people, up to the highest departments of the public policy of the country. All matters of sanitary and social arrangement are in this country in a very crude state. Our people have been huddled together from various places and states of society, and have not yet settled down into any regular system of social order. Our civic regulations, the drainage of our streets, our lodgings for the labouring classes, our means of controlling vice, our arrangements for instructive or healthful recreation, are all in an imperfect condition, and many zealous workers are needed to bring them to a respectable level. These are all matters claiming the attention of the benevolent and thinking man, for they all tend largely toward the sum of human happiness or misery. The sphere of political life is a troublesome and anxious one, and the man who selects this for his field of action is, perhaps, in the present state of this country, less to be envied than those who devote themselves to more quiet departments of exertion. Still some must work here, and it is a field specially demanding the services of the truly educated man, who, whether, properly speaking, in political life or not, should always take some interest in public affairs.

## EVILS INCIDENT TO OUR POLITICAL SYSTEM.

There are two great evils incident to the efforts of a young, poor, and partially educated country to govern itself, which eminently merit the attention of reflecting men. I mean the influence of prejudices and of mercenary motives in our provincial councils. I do not wish to insinuate that these are the exclusive possession of any political party. On the contrary, it is certain that in a country where a population is scattered over a wide area, where much of it is uneducated, where it has been derived from the most varied origins, there must of necessity be a mass of local and tribal feelings, destitute of sound reason and of expediency, yet influencing men in their political relations, and affording great facilities to the designing demagogue. It is equally certain that where nearly all are poor and struggling, and where men's action is not hedged round by class distinctions and by old precedents, and especially where there is not a sufficient reading and thinking population to utter a united and just public opinion, there will be a tendency for human selfishness to mistake personal for public interests, or so to mingle the two, that the boundaries between political integrity and dishonesty may be readily overpassed. It is the part of the truly educated and patriotic to contend against these influences, and to strive, however apparently hopeless the case may be, for the influence of reason and justice in our public affairs. In the present imperfect state of society here, as in other countries similarly situated, we may expect public opinion to run into violent extremes, and perhaps its only law to be, that if it sets very strongly in one direction to-day, it will be pretty sure to set in the opposite way to-morrow. In other words, no man can in a country like this

check or control or repress the will of the people, but any wise man may guide it to useful ends. But to do this effectually, the wise and good man, while sympathising with every popular emotion, must keep himself above the mere driftage of the current. He must not be either repelled or seduced by the varying course of the unstable waters.

#### POSITION OF THE EDUCATED MAN IN OUR POLITICAL SYSTEM.

On the precise position of the educated man, with regard to these shifting phases of our political life, I would not dare to venture into details. I may, however, state two results of some thought on this subject. One is, that we should strive to form as rapidly as possible, a truly enlightened public opinion, as distinguished from merely local, personal, race and class prejudices and interests. Just as the engineer, in every curve which the surface of the country obliges him to take, turns as rapidly as he can back to the straight line leading to the point he has to reach, so should the true lover of his country make the moral and mental progress of the people as a whole, his line of direction. It may often seem the less direct way, but it is the only one that can be truly successful. The second is, that in our present stage we should keep constantly in view the links of connection which bind us to the great British Empire, and strengthen them as far as may be in our power. It is no small thing to be members of an organisation the most stable and powerful in the world, and, at the same time, that which allows the greatest amount of liberty. Independently of all national prejudices, or patriotic feelings, or difference of origin, we cannot be too thankful for the privileges we thus enjoy; and if we can desire anything further in this respect, it seems to me that it should be sought, in endeavouring more completely and closely to unite all the members of the Empire in one great colonial and imperial council, having its seat in the metropolis of the Empire, and binding together all its scattered parts in closer union with one another, and with our common head.

#### DUTIES OF THE EDUCATED MAN TO HIS GOD.

But lastly I would direct your attention to the duties of the educated man in his relation to his God, and to the example that he sets before his fellow-man. The religious life of a people is its only true life. If this is wanting, or if it is vitiated by infidelity, by superstition, or by any of the idolatries which are set up between man and his Maker, nothing will avail to give prosperity and happiness. On this great matter it is the part of the educated man, if of any man, to exercise an independent judgment. Honestly, solemnly, and as in a matter of more concern than any of the passing things of earth, he must set himself to form fixed and certain opinions, which commend themselves to his own calm judgment and conscience, and which he can vindicate before others, on his own moral relations to the Supreme Judge of all, and on the way which He has fixed for attaining to happiness and heaven. The man, who has not thought of these things, is not an educated man in the highest sense, because he is not educated for eternity, and because failing thus, he lacks the greatest and noblest motive for good—the love of his God as a reconciled Father, and the love of his brother man. The rude and ignorant unbeliever, or the degraded votary of an habitual superstition, is simply an object of pity. The educated man who pretends to doubt that which he has not humbly and carefully studied, or who is content blindly to follow others, where God has placed the truth before his own mind, scarcely deserves our pity. I do not speak here of the mere sensualist. If there is any young man so vile, so unworthy of his high calling, as to devote himself to vicious pleasures, to waste the flower of his youth and the prime of his life in sinful indulgences, he is not to be reckoned as truly educated, but only as one who has trodden this pearl under his feet, and who turns to tear the hearts of those who have sought in vain to enrich them. I speak not of such a man, but of those who, however high their standard of conventional morality, yet fall short of the highest style of humanity, that of the truly christian and God-fearing man. In this character are summed up all the love and purity, all the self-denial and earnest exertion, all the careful thought and sound judgment, all the culture of our highest endowments, which I ask of our educated young men, and which, if they were the common possession of all the young men of British America, would be to us the surest guarantee of God's blessing, of our own highest success, and of the future greatness of our beloved country.

#### V. THE HON. THOMAS D'ARCY M'GEE, M.P.P.

##### SHARE OF BRITISH AMERICA IN A NATIONAL LITERATURE.

The true glories of a country are its literature and its liberties. National wealth and national strength, like individual wealth and

strength, are but attributes of a secondary order. In our esteem little Greece must be held more glorious than far extended Persia; for us the tabernacle of Judæa shines still among her barren mountains, while the annals of Assyria can hardly be deciphered, and even what has been deciphered repays the scholar's labours chiefly as it illustrates the story of Judæa. In British America, hoping to found an intellectual as well as a political province of the Empire—an intellectual province contributing to the mental defences, and mental commerce of the Empire—we are especially interested that the principle entries of the great account of the progress of our race in intelligence and achievement should be carefully kept and correctly summed up; that no Province should be deprived of the lustre which belongs to it, for the son it has begotten, of the service it has rendered, that no young aspirant should be fettered with a misgiving that Provincial birth might prove a bar in itself to any Imperial honour for which he might be otherwise qualified. The foud association of mental ambition with local designation, which we find among the Greeks in Pagan, and the Italians and French of classic and modern times, undoubtedly conferred great lustre on the lands in which that usage was established. Every hamlet had its celebrity—every Province its consolation against Provincialism. Nor did this distribution of the wages of fame impoverish in anything the metropolis. The remote Rome, the distant Athens, were all the more exalted for that the philosophers, poets, artists, and orators, who spoke their speech, had either personally, or by the proxy of a generous recognition, been adopted and incorporated into the *alumni* of the mother city. (Applause.) Our English literature resembles in this respect the literatures of Greece and Rome; it is the product of many provinces, the two chief of which are Scotland and Ireland; wherein, also, as I have already said, may we not hope for honourable mention, hereafter, of British America!

#### CONTRIBUTIONS OF IRELAND TO THE NATIONAL LITERATURE.

Ireland's share in the Imperial treasure-house—her place in the Imperial cortege—may be accounted for by taking up our point of observation at certain eras, or by classifying our whole literature, and calling the roll of great names in each department. In the grand Elizabethan galaxy, Ireland has no great name, and though among the laborious scholars and ingenious experimentalists of the Stuart century, she can count Usher, Archbishop of Armagh, and Molyneux, the friend of Locke, yet her mental forces were chiefly marshalled on the continent, at Paris, at Louvain, at Salamanca, at Rome. It seems to me therefore, most honest and most useful, to inaugurate the story of Anglo-Saxon literature with the colossal but melancholy effigy of Jonathan Swift, Dean of St. Patrick's. Of the mental supremacy of Swift in "the Augustan age of Anne," although it was the age of Addison and of Pope, I believe there is little question anywhere; of his equality with the most celebrated writers of that age there certainly is none.

#### ERA OF QUEEN ANNE AND THE GEORGIAN ERA.

In the era of Anne, we count among our magnates Lord Orrery, Bishop Berkeley, Sheridan, first of the name, the ancestor of seven generations of men and women of genius; Steele, of the *Tatler* and *Spectator*; Sir Theobald Butler, as a Jurist and Orator; Farquhar, the comedian; and the witty club who, in Dublin, revolved round Swift. In what was once called the "Georgian Era" of our literature, our supreme name, alike in philosophy and in politics, is Edmund Burke. From the early days when he edited *The Annual Register*, at £50 per annum, under Dr. Dodesley and George II., till the heroic close of his career, when he wrestled singly, but successfully, for the ancient constitution of his country against the evil spirit of the French Revolution, his daily life was the noblest of all his works. But he was not the only first rate reputation among the Irish of that era. It was the age of Sterne, of Parnell, and of Goldsmith; of Sheridan, of Barre, of *Junius* (admittedly an Irishman, whoever he was); of Arthur Murphy, of Charles Macklin, and O'Keefe, on the stage; of Flood, Grattan, and Curran, in the native legislature and courts of law; and of a hundred other distinguished men, whose names will be found shining like lesser, though still brilliant, stars through the memories of that period. On the beloved name of Goldsmith let me pause a moment.\* He has been called the most English of writers; but I think it would not be difficult to prove that both in his strength and weakness—in all his social ideas of labour and land, of immigration and mendicancy, of crime and its punishments, he was much more Irish than English. Had Goldsmith been educated in a rural region subject to the Poor Law of Elizabeth, where the pauper belonged to the parish, and was free of no good man's fireside, we should have lost some of the most exquisite passages both in his prose and verse writings.

\* From a recent address at the inauguration of the St. Patrick's Hall at Ottawa, on "Old Ireland—its Place in the Literature and History of the Empire."

\* A statue of Goldsmith has lately been inaugurated in front of Trinity College, Dublin, by the Earl of Carlisle, Lord Lieutenant.



## TWO DISTINGUISHED PHILOSOPHERS—BERKLEY AND HUTCHESON.

In one special department of mental prowess, two Irishmen of this age were honourably conspicuous. I have already mentioned the name of Berkley, who is well known both by opinions he did and did not hold; the other name, worthy to be occupied with Berkley's, is that of Francis Hutcheson, to whom we owe the doctrine of a "moral sense," and whom Sir James Mackintosh calls "the father of the modern school of speculative philosophy in Scotland." "The two Irish philosophers of the 18th century," says Sir James in his "Dissertation on the Progress of Ethical Philosophy," "were masters of the finest philosophical style since Cicero," "while they surpassed even Cicero," in his opinion, "in the charm of simplicity." Our best Irish writers are the most nervous, condensed, and simple in style. Their eloquence is the eloquence of thought; their utterance has the directness of the artilleryman's aim, and they move and master us by thinking of the depths to which they dive, more than to the clamor which vulgar minds would make if they happened to bring up such gems and pearls as they knew so well where to seek amid the "dark, unfathomed caves of ocean."

## IRISH LITERATURE OF OUR OWN TIMES.—LITERARY ANALYSIS.

Of the era in our literature which, beginning under the Regency, has prolonged its influences to our own time, an era especially fruitful in associated and individual achievement, in politics, in science, in archæology, and in *belles lettres*, the names of Canning, Plunkett, O'Connell, and Shiel; of Dr. Young, Dr. Brinkley, Richard Kirwan, Sir William Hamilton, Sir Robert Kane, and Lord Ross; of Petrie, O'Donovan, and O'Curry; of Miss Edgeworth and Lady Morgan; of Gerald Griffin, John Bannim, and Sheridan Knowles; above all, in his own department, as a lyric poet, the bright particular name of Thomas Moore, right worthily represent Ireland's place in the literature of the Empire. Analysed by subjects, that place must be held to be, in *Speculative Philosophy*, the equal of Scotland and England during the 18th century; in *Political Philosophy*, we claim, on behalf of Edmund Burke, a first place; in *History*, our writers, Leland, Müller, and Moore, do not rank high—certainly not above second class, as compared with Hume, Lingard, Mackintosh, and Macaulay; in *Belles Lettres*, we claim equality for Swift, Steele, Goldsmith, Sterne, and some of our recent writers, with their most famous British contemporaries; in *Comedy*, we claim a first place for Farquhar, O'Keefe, and above all, Brinsley Sheridan; in *Tragedy*, but a second; in *Lyric Poetry*, a first; and in *Oratory*, since we can produce the words of ten great masters within half a century, we might claim what is called at Oxford a *double-first*.

## FRUITS AND ADVANTAGES OF A NATIONAL LITERARY RIVALRY.

It is impossible, I think, to deny, and I am sure no right-minded English, Irish, or Scotchman will deny that that mental relation has been one of mutual benefits, and a fair barter of mental wealth. The English and Scotch may, and no doubt do, possess certain powers or qualities in a greater degree than the Irish; but, on the other hand, the Irish mind is not without its special resources and idiosyncracies. It is the union of these qualities in their comprehensive variety, which has made what we commonly call English literature so wonderfully rich in all its departments. I for one cannot regret, in view of the present state of the world, dear as is the old Gaelic tongue, and all its fond traditions, that all Ireland at last speaks one language, and inherits one common repository of ideas with all England and all Scotland. There ought to be and there can be no unkind rivalries in intellectual strife between the land of Addison and Steele, of Burke and Johnson, of Walter Scott and Maria Edgeworth, of Erskine and Curran. It was well said some years ago in the House of Commons by Mr. Shiel, that Irish and British soldiers had fought side by side throughout the world; that side by side they had filled the same graves; that their blood had sunk together in the same soil, and their spirits had soared together to Heaven. Of the intellectual and civil history of both countries for generations, the same truth may be told. In every walk of literature—in every work of reform—in every effort to improve the language we speak, to enlarge the boundaries of useful knowledge, to ameliorate the securities of penal legislation, men of Irish and British birth have walked hand in hand, and wrought side by side. *Quis separabit?* The future will not separate them to the prejudice of either, but while it recognizes and respects their individuality, it will equally bless their union and the fruits of that union hereafter.

## BOOK CATALOGUES.

"Book Catalogues are to men of letters what the compass and the light-house are to the mariner, the railroad to the merchant, the telegraph wires to the editor, the digested index to the lawyer, the pharmacopœia and the dispensatory to the physician, the sign-post to the traveller, the screw and the lever to the mechanic."

## II. Papers on Legal Education.

## 1. ENGLISH LAW SOCIETY EXAMINATIONS.

The Judges' Orders under which the Examinations of this Society have hitherto been conducted, have been consolidated into a single Order, which comes into operation in the present month.

Whereas by an order made by us, The Right Honourable Sir Alexander James Edmund Cockburn, Baronet, Lord Chief Justice of the Court of Queen's Bench; The Right Honourable Sir John Romilly, Master of the Rolls; The Right Honourable Sir William Erle, Lord Chief Justice of the Court of Common Pleas; and The Right Honourable Sir Frederick Pollock, Lord Chief Baron of the Court of Exchequer, on the 26th day of July 1861, in pursuance of the Act passed in the Session of Parliament holden in the 23rd and 24th years of the reign of Her present Majesty, intitled "An Act to amend the Laws relating to Attornies, Solicitors, Proctors, and Certificated Conveyancers," certain Regulations were made touching the Examinations under the said Act or some of them:

And Whereas, by another Order made by us on the 26th day of November 1861, in furtherance of the first-mentioned Order, certain persons were appointed Examiners until the 1st day of December 1862, for the purpose of examining persons who should apply to be examined pursuant to the said Act and the said first-mentioned Order; and certain other Regulations were made touching the Examinations under the said Act:

And whereas, by another Order made by us on the 6th day of June 1862, certain other directions were given touching the said Examinations:

And whereas, it is advisable to consolidate the said several Orders into one Order, and to make alterations therein:

Now We, Sir Alexander James Edmund Cockburn, Baronet, Lord Chief Justice of the Court of Queen's Bench; Sir John Romilly, Knight, Master of the Rolls; Sir William Erle, Knight, Lord Chief Justice of the Court of Common Pleas; and Sir Frederick Pollock, Knight, Lord Chief Baron of the Court of Exchequer; in pursuance and exercise of the powers conferred on us by the said Act, do hereby revoke and make void, from and after the date of this Order, the said Orders of the 26th day of July 1861, the 26th day of November 1861, and the 6th day of June 1862, and the several Regulations thereby respectively made, except so far as relates to persons who have already passed Examinations, or an Examination, under or in pursuance of the said Act or the said Orders, or any of them; and except so far as relates to the Books that have been already selected before the date of this Order, in pursuance of the said Order of the 26th day of July 1861, for the Intermediate Examinations in the year 1863; and except so far as relates to any penalty, disqualification, or postponement imposed or prescribed by the said Order of the 26th day of July 1861, on the failure of any person to pass before the date of this Order the Intermediate Examination required by the said Order of the 26th day of July, 1861, within the time or times prescribed by the same Order; and except as to the Notices that have been already given by persons desiring to pass the Preliminary or the Intermediate Examinations, under the said Orders of the 26th day of July 1861, or the 26th day of November 1861, respectively (all which Notices so given may, so far as the case shall be applicable be applied to and take effect with regard to the Examinations to be had under this order); and except as to all such acts, permissions, examinations, privileges, advantages, disqualifications, matters and things which have been already done, or have taken effect, or have been regulated or affected by the said three Orders, or any of them.

And in further pursuance of the said Act, We do hereby order as follows:—

*As to Preliminary Examinations in General Knowledge.*

I. In order to carry into effect the 5th Section of the said Act, We do hereby order and direct as follows:—

From and after the date of this Order, every person who, at or before the time of producing to the Registrar of Attorneys his Articles of Clerkship, in pursuance of the 7th Section of the Attorneys Act, 23 & 24 Vict. c. 127, shall produce or shall have produced, to the Registrar of Attorneys, a Certificate that he had, before entering into such Articles, passed the first Public Examination before Moderators at Oxford, or the previous Examination at Cambridge, or the Examination in Arts for the Second Year at Durham, or the Matriculation Examination at the Universities of Dublin or London, and had been placed in the first division of such Matriculation Examination, shall be entitled to the benefit of the 5th Section of the Attorneys Act, 23 & 24 Vict. c. 127.

II. And in order to carry into effect the enactment in the 8th Section of the said Act, We do hereby further order and direct as follows:—

1. Every person bound by Articles of Clerkship, entered into after

the date of this order, not having before being so bound been called to the degree of Utter Barrister in England, or taken a degree, as in the said Act mentioned, or passed one of the Examinations, hereinafter required to entitle him to the benefit of the 5th section of the said Act, or one of the Local Examinations, established by the University of Oxford, or one of the Non-Gremial Examinations established by the University of Cambridge, or one of the Matriculation Examinations at the Universities of Dublin and London (though not placed in the first division of such Matriculation Examination), or the Examination for the first-class Certificate of the College of Preceptors, incorporated by Charter of Queen Victoria, 1849, shall produce to the Registrar of Attorneys a Certificate to the effect hereinafter mentioned, showing that he had, before he became bound by such Articles of Clerkship as aforesaid, passed an Examination by Special Examiners already appointed by or in pursuance of the said Orders of the 26th day of July and 26th day of November, 1861, and of our Order of 1st day of December, 1862, or to be hereafter appointed by us or our successors, after the date of this Order.

2. Such last-mentioned Examination shall be held at such times and places as are hereinafter mentioned, and shall be on the following subjects, viz. :—

- i. Reading aloud a passage from some English Author.
- ii. Writing from dictation.
- iii. English Grammar.
- iv. Writing a short English composition.
- v. Arithmetic. The first four rules, simple and compound.
- vi. Geography of Europe and of the British Isles.
- vii. History : Questions on English History.
- viii. Latin : Elementary knowledge of Latin.
- ix. And in some one of the six following languages, according to the selection of the Candidate, viz. :—

1. Latin. 2. Greek, ancient or modern. 3. French. 4. German. 5. Spanish. 6. Italian.

3. With respect to the Examination of Candidates residing in and desiring to be examined in the Country, papers shall be transmitted by the Special Examiners to some local Solicitors to be appointed by them for that purpose in some of the undermentioned Towns in England and Wales, who shall call the Candidates before them at convenient times, to be fixed by the Special Examiners, and require them to read aloud before them as in subject i. before mentioned, and to give written answers in the several other subjects before mentioned in the presence of the persons so appointed, who shall then seal up and send to the Special Examiners the answers so written, and a report as to the reading aloud.

4. The Examinations shall take place at four periods in each year—that is to say, in the months of February, May, July, and October, on such days as the Special Examiners shall from time to time appoint—and they shall be conducted either by the Special Examiners personally, in the Hall of the Incorporated Law Society in Chancery Lane, London, or by and under the supervision of the two local Solicitors to be appointed by the Special Examiners as above-mentioned.

5. Every person applying to be examined shall give One Calendar Month's notice in writing, to the Registrar of Attorneys, of his desire to be examined in the subjects specified in this Order, and shall state in such notice the language in which he proposes to be examined, under the subject of Examination herein mentioned numbered ix., and the place at which he wishes to be examined, and his age and place or mode of education.

6. The said Examiners shall conduct the Examination of every such Applicant in the manner and to the extent hereby directed, and in no other manner and to no further extent, and that at least Five Calendar Months previous to the time appointed for taking such Examination, the Special Examiners shall leave with the Registrar of Attorneys a list of the Books selected by them for Examination in the subjects above mentioned numbered ix., and a copy of such list may immediately thereupon be obtained from the Registrar on application.

7. Each person examined in London, on receiving his Certificate, shall pay the fee of £1, and each person examined in the Country, on receiving his Certificate, shall pay the fee of £2, to the Council of the Incorporated Law Society, towards the expenses of such Examination.

8. If the Special Examiners conducting such Examinations shall be satisfied with the proficiency shown by the Candidate, they shall sign a Certificate to the following effect :—

"We respectively certify that A. B. has been examined by us [or under our direction, in case the Examination should be conducted in the Country], as required by the Order of the Lord Chief Justice of the Court of Queen's Bench, the Master of the Rolls, the Lord Chief Justice of the Court of Common Pleas, and the Lord Chief Baron of the Court of Exchequer, dated the day of [mentioning the date of this Order], in the several subjects of gener-

al knowledge mentioned in the said Order : And we respectively certify, that he has passed a satisfactory Examination.

"Dated this day of 18."

9. The last-mentioned Certificate, or a Certificate, or other evidence to the satisfaction of the Registrar, of having taken a Degree as in the said Act mentioned, or of having passed one or other of the Local, Non-Gremial, or Matriculation Examinations, or the Examination for the first-class Certificate of the College of Preceptors, above-mentioned, shall be produced to the Registrar of Attorneys, by the person entering into Articles of Clerkship before or at the time of producing his Articles of Clerkship to the said Registrar, in pursuance of the 7th section of the said Act.

Dated this 31st day of January, 1863.

A. E. COCKBURN.  
JOHN ROMILLY.  
WILLIAM ERLE.  
FRED. POLLOCK.

Pursuant to the above Order, the Preliminary Examinations in General Knowledge will take place on the following days, viz., the 27th and 28th October, 1863, and the 9th and 10th February, 1864, and will comprise—

1. Reading aloud a passage from some English author.
2. Writing from dictation.
3. English Grammar.
4. Writing a short English composition.
5. Arithmetic.—A competent knowledge of the first four rules, simple and compound.
6. Geography of Europe and of the British Isles.
7. History.—Questions on English History.
8. Latin.—Elementary knowledge of Latin.
9. i. Latin. ii. Greek, Modern or Ancient. iii. French. iv. German. v. Spanish. vi. Italian.

The Special Examiners have selected the following Books, in which Candidates will be examined in the subjects numbered 9 at the Examinations in October, 1863, and February, 1864 :—

27th and 28th of October, 1863.

In *Latin*.—Cicero, De Officiis, books i. and ii.; and Horace, Odes, book iii.  
In *Greek*.—Homer, Iliad, book i.

In *Modern Greek*.—Βεκαρίου περί Ἀδικημάτων καὶ Ποινῶν μεταφρασμένων ἀπὸ τῆς Ἰταλικῆς Γλῶσσης, 17—30; or, Βεντούρης Ἱστορία τῆς Ἀμερικῆς βιβλίον η'.

In *French*.—Guillaume Guizot, Alfred le Grand, ou l'Angleterre sous les Angles Saxons; or, Jean Racine, Phèdre.

In *German*.—Schiller, Jungfrau von Orleans; or, Geschichte des 30-jährigen Krieges, 1 volume.

In *Spanish*.—Cervantes' Don Quixote, capit xxx.—xlv.; or, Fernandez de Moratin, El Si de las Neñas.

In *Italian*.—Manzoni's Promessi Sposi, cap. xii.—xxii.; or, Torquato Tasso's La Gerusalemme, 6, 7, 8, and 9 Cantos.

9th and 10th of February, 1864.

In *Latin*.—Sallust, Jugurtha; and Virgil, Æneid, book vi.

In *Greek*.—Xenophon, Memorabilia.

In *Modern Greek*.—Βεκαρίου, περί Ἀδικημάτων καὶ Ποινῶν μεταφρασμένων ἀπὸ τῆς Ἰταλικῆς Γλῶσσης, 1—12; or, Βεντούρης Ἱστορία τῆς Ἀμερικῆς, βιβλίον ζ'.

In *French*.—P. Corneille, Cinna; Fénelon, Télémaque (Les aventures de) Liv. i.—vii.

In *German*.—Schiller's Don Carlos; 1st and 2nd Acts. Tieck's William Lovel, books i.—iv.

In *Spanish*.—Cervantes' Don Quixote, capit i.—xx.; or, Dom Hartsenbuech La coja y el Encogido.

In *Italian*.—Manzoni's Promessi Sposi, cap. i.—x.; or, Torquato Tasso's La Gerusalemme, first 4 cantos.

With reference to the subjects numbered 9, each candidate will be examined in *one language only, according to his selection*. Candidates who select Latin will be examined in *both* the works above specified. In Modern Greek, French, German, Spanish, and Italian, candidates will have the choice of *either* of the above-mentioned works.

Candidates are required by the Judges' Orders to give *one calendar month's notice* to the Incorporated Law Society, as Registrar of Attorneys, of the *language* in which they propose to be examined, the *place*, at which they wish to be examined, and their *age* and *place of education*. All notices and enquiries should be addressed to the Secretary of the Incorporated Law Society, Chancery Lane, W. C.

E. W. WILLIAMSON, Secretary.

Law Society's Hall, Chancery Lane, London,  
August, 1863.

## 2. FACILITIES FOR THE STUDY OF LAW IN UPPER CANADA.

### I.—THE LAW SCHOOL OF OSGOODE HALL.

"In Upper Canada, the profession of the law is divided into two branches, each subject to its own peculiar regulations, and, to a

certain extent, independent of the other, though generally the one person practises in both. They are *barristers*, or persons authorized to "plead at the bar" of the courts of law or equity, and to take upon them the advising and defence of clients, and from whom all judges, Queen's counsel, and attorneys and solicitors general are selected; and *attorneys* and *solicitors*, or persons authorized to "appear in the courts" in the place and on behalf of others, to prosecute and defend actions on the retainer of clients. The only distinction between these two latter is, that "attorney" is the title adopted in the courts of common law, and "solicitor" the title adopted in the courts of equity."<sup>\*</sup>

In the study of law, the course prescribed by the Law Society for Upper Canada takes precedence.<sup>†</sup>

Students who have already passed through a three or four years' university course of law studies are still required, if they wish to become barristers at law, to begin *de novo*, and continue as students of the Law Society for three years longer. While those who are not university graduates are only required to remain on the books of the Law Society as students for five years. All students must be at least sixteen years of age; they must attend term lectures, and must receive their professional education under the superintendence of some barrister.

In order to facilitate the education of the students, the Law Society has arranged "that the tuition of the pupils attending the law school shall be by means of lectures, readings, and mootings; that there shall be four readers, viz.: the reader on common law, the reader on equity, the reader on commercial law, and the reader on the law of real property; that in addition to the lectures in term, there shall be lectures during the three educational terms of each year, which shall continue for six consecutive weeks each. The attendance on the lectures of the educational term is, however, voluntary. In order to give an additional stimulus to the study of law in Upper Canada, the society has established four scholarships (one for each year's course) which are open to any student on the society's books, whether pupils of the law school or not. These scholarships are of the respective values of one hundred and twenty, one hundred and sixty, two hundred, and two hundred and forty dollars per annum, and are payable quarterly. The readers deliver the lectures, hold readings, and preside at mootings or the moot courts. The charge for attendance at the law school is one dollar per term. Students of the Law Society are admitted upon examination in one of the three following classes, viz.: the university class, the senior class, and the junior class. The examination in the university and the senior classes is the same, and includes Greek, Latin, mathematics or metaphysics, astronomy, ancient and modern geography and history; the examination in the junior class is in Latin, mathematics, English history, and modern geography.

#### II.—UNIVERSITY OF TORONTO LAW COURSE.

No lectures are delivered in the faculty of law in this university; but the following are the requisites for obtaining the degree of LL.B. in the ordinary course:—

- Having matriculated in the faculty of law;
- Being of the standing of four years from matriculation;
- Having passed in each of those years the examinations prescribed in the statute respecting "subjects of examination in the faculty of law;"
- Being of the full age of twenty-one years.

#### III.—UNIVERSITY OF QUEEN'S COLLEGE LAW COURSE.

The law course in Queen's College extends over three years. Candidates must pass a matriculation examination, unless they have already passed a similar in any college or have been admitted as students of the Law Society for Upper Canada. Lectures are delivered by three professors.

#### IV.—UNIVERSITY OF VICTORIA COLLEGE LAW COURSE.

The law course in Victoria College extends over four years. Candidates must pass a matriculation examination unless they have

<sup>\*</sup> Canada Educational Directory, p. 94.

<sup>†</sup> The Law Society of Upper Canada was established in 1797, by the Act 37 George III., chap. 13, which enabled the then practitioners of the law to form themselves into a society, "for the purpose of securing to the country and the profession a learned and honorable body, to assist their fellow-subjects as occasion may require, and to support and maintain the constitution of the province." By the same act, the judges of the superior courts were constituted visitors, with authority to sanction such rules as they considered necessary for the good government of the society. In 1822, the society was incorporated by the Act, 2 George IV., cap. 5, and its functions vested in the treasurer and benchers for the time being, elected according to the by-laws of the society, much in the same manner as in the law societies of Great Britain and Ireland. The benchers sit in convocation every law term, for the admission of students and barristers and for other business.—*Ibid*, page 95.

been admitted as barristers by the Law Society of Upper Canada. A student of three years' standing in arts may enter at the examination for the second year; and a graduate in the same faculty may enter at the third year examination. No lectures are given, but annual examinations in the subjects prescribed are held.

#### V.—UNIVERSITY OF TRINITY COLLEGE LAW COURSE.

No lectures in law have been given since the law course was opened at Osgoode Hall by the Law Society.

### 3. LAW SOCIETY OF UPPER CANADA.

#### ENTRANCE AND COURSE OF STUDY, EXAMINATION.\*

Ordered, that the examination for admission shall, until further order, be in the following books respectively, that is to say—

##### For the University Class:

In Homer, first book of Iliad, Lucian (Charon Life or Dream of Lucian and Timon), Odes of Horace, in Mathematics or Metaphysics at the option of the candidate, according to the following courses respectively: y: Mathematics Euclid, (1st, 2nd, 3rd, 4th, and 6th books,) or Legendre's Geometrie, (1st, 2nd, 3rd, and 4th books, Hind's Algebra to the end of Simultaneous Equations, Metaphysics, (Walker's and Whateley's Logic, and Locke's Essay on the Human Understanding,) Herschell's Astronomy (chapters 1st, 3rd, 4th and 5th,) and such works in Ancient and Modern Geography and History as the candidates may have read.

##### For the Senior Class.

In the same subjects and books as for the University Class.

##### For the Junior Class:

In the 1st and 3rd books of the Odes of Horace; Euclid, 1st, 2nd, and 3rd books or Legendre's Geometrie, by Davies, 1st and 3rd books, with the problems; and such works in English History and Modern Geography as the candidates may have read and that this Order be published every Term, with the admission of such Term.

Ordered, that the class or order of the examination passed by each candidate for admission be stated in his certificate of admission.

Ordered, that in future, Candidates for Call with honours, shall attend at Osgoode Hall, on the last Thursday and also on the last Friday of Vacation, and those for Call, merely, on the latter of such days; and Candidates for Certificates of fitness on the last Saturday in Vacation.

Ordered, that the examination of candidates for certificates of fitness for admission as Attorneys or Solicitors under the Act of Parliament, 20 Vic. chap. 63 and the Rule of this Society of Trinity Term, 21 Vic. chap. 1, made under authority and by direction of the said Act, shall, until further order, be in the following books and subjects, with which such candidates will be expected to be thoroughly familiar, that is to say:

Blackstone's Commentaries, 1st Vol.; Smith's Mercantile Law; Williams on Real Property; Story's Equity Jurisprudence; the Statute Law, and the Pleadings and Practice of the Courts.

NOTICE.—A thorough familiarity with the prescribed subjects and books will in future, be required from Candidates for admission as Students; and gentlemen are strongly recommended to postpone presenting themselves for examination until fully prepared.

NOTICE.—By a rule of Hilary Term, 18th Vic., Students keeping Term are henceforth required to attend a Course of Lectures to be delivered, each Term, at Osgoode Hall, and exhibit to the Secretary on the last day of Term, the Lecturer's Certificate of such attendance.

#### CERTIFICATES OF FITNESS FOR ADMISSION AS ATTORNEYS OR SOLICITORS IN UPPER CANADA.

To keep Terms.—Every Candidate for Certificate of fitness for Admission as Attorney or Solicitor, shall keep two Terms pursuant to the Statute in that behalf. The two Terms to be kept by Articled Clerks under the Statute shall be kept by their attending the sittings of the Courts of Queen's Bench and Common Pleas, or one of them, agreeably to the provisions of the said Act and of the Rules of the said Courts in that behalf, every day on which such courts, or either of them sit during Term, and by their entering their names, and subscribing their declaration of attendance in the Articled Clerk's Attendance Book of such Courts, or either of them, pursuant to the said Rules of Court respectively.

Every such Candidate shall leave with the Secretary of this Society a certificate or certificates of such attendance from the Clerks of such Court or Courts, together with his petition for certificate of fitness, articles, and other papers, or sufficiently excuse the production thereof as prescribed by the said Act, and the Rules of the Society respecting the same.

\* See remarks of the late Sir J. B. Robinson, Chief Justice of Upper Canada, on "The Study of Law," in the *Journal* for October, 1862, p. 147.



In case any such Articled Clerk while at Toronto for the purpose of attending the sittings of such Courts, or either of them, in compliance with the requirements of the said Act, be, from sickness or other unavoidable impediment, prevented from being or remaining in attendance in Court for the whole or any part of the Term, that such Court or Courts may be sitting on any day in either of such Terms, said Articled Clerk shall, nevertheless, be allowed such day or days attendance, as within the meaning of the said Act, upon his satisfying the Clerks of the Crown and Pleas of the said two Courts by certificate from his Medical Attendant or otherwise to their satisfaction that such sickness or other unavoidable impediment was the sole cause of such absence; and upon such Articled Clerk leaving with the Secretary of this Society a certificate thereof under the hands of such Clerks of the Crown and Pleas at the same time that he leaves his petition for certificate of fitness and other papers, as hereinafter prescribed.

All applications for Certificates of Fitness for Admission as Attorney or Solicitor under the said Act shall be by petition in writing, addressed to the Benchers of the Society in Convocation, and every such petition, together with the documents required by, and the fees payable to this Society under the said Act, or under the Rules of the said Courts, or those of this Society, shall be left with the Secretary of the Society at Osgoode Hall, on or before the third Saturday next before the Term in which such petition is to be presented, and the Sub-Treasurer's receipt for such fees shall be a sufficient authority to the "Examiners for Call" to examine the Applicant by written or printed questions.

In the case of persons who entered into contracts of service prior to the 1st July, 1858, if, by reason of the expiration of the period of such service in Term time, any such person cannot comply with the requisites of the last section on or before the third Saturday therein mentioned, or before the day appointed for examination in writing before the Examiners in the vacation next after such Saturday, but the period will arrive previous to the last Thursday in the then next ensuing Term, such person may in lieu of his articles or contract of service deposit his affidavit, stating the date of his articles, the day when his service thereunder will expire, and when the same were filed, and upon complying in other respects with the terms of the foregoing section, may be examined by the Examiner on such examination day, and the Benchers in Convocation upon being satisfied on the first day of Term of the foregoing facts, and that all other requisites of the Statute and of the Rules of the Society entitling the party to oral examination have been complied with, may proceed to the examination of the applicant notwithstanding the non-completion of his service under articles; but no Certificate of Fitness shall be issued until the expiration of such period of service, nor until all and every the other requirements of the Statute, and of the Rules of the Courts and of the Society, have been complied with.

Every Candidate for a Certificate of Fitness for admission as an Attorney or Solicitor under the said Act, shall, with his petition for such Certificate, leave with the Secretary of the Society at Osgoode Hall, answers to the several questions set forth in the Schedule to this rule annexed marked "B.," signed by the Attorney or Solicitor with whom such Articled Clerk has served his clerkship, together with the certificate in the said last-mentioned Schedule also contained.

In case any such Candidate at the time of leaving his petition for Certificate of Fitness and papers, with the Secretary of this Society as hereinbefore provided, proves to the satisfaction of the said Secretary, that it has not been in his power to procure the answers to the questions contained in the same Schedule "B.," from the Attorney or Solicitor with whom he may have served any part of the time under his articles, or from the agent of such Attorney, or the Certificate of Service therein also contained, the said Secretary shall state such circumstances specially in his report to Convocation on such Articled Clerk's petition, and thereupon the Benchers in Convocation may dispense with the production of such last mentioned answers and Certificates, or any of them, as they may think fit and reasonable.

*Examination for Certificates of Fitness.*—Candidates for Certificates of Fitness shall be examined in writing, and orally in like manner as Candidates for Call "simply," according to the rules of the Society in that behalf, and in the following books and subjects, that is to say: Blackstone's Commentaries, 1st volume; Smith's Mercantile Law; Williams on Real Property; Story's Equity Jurisprudence; The Statute Law; the Pleadings and Practice of the Courts, or in such other books and subjects as the Benchers in Convocation (or as the Examiners, with the assent of the Benchers in Convocation) may from time to time for that purpose prescribe and appoint.

Candidates for Certificates of Fitness for Admission as Attorneys or Solicitors shall attend at Osgoode Hall on the last Wednesday of the vacation previous to the Term in which their petitions are to be presented, and shall receive from the Examiner of the Society copies

of the questions to be answered by them in writing, and shall then and there, under the supervision of such Examiner, frame answers to such questions, and deliver such answers in writing to him for the Benchers in Convocation.

The attendance of such Candidates for the purposes mentioned in the foregoing section of this rule shall be at 10 o'clock, A.M., and the answers shall be delivered to the Examiner by 3 o'clock P.M., of the same day.

The Secretary shall report upon the petition of every Candidate for Certificate of Fitness for Admission as Attorney or Solicitor, and such report, together with the petitions and documents to which they refer, shall be laid on the table of Convocation on the first day of Term,—he shall also make a Supplementary Report upon the articles of clerkship when received by him, of applicants whose term of service expires during the Term.

The oral examination of Candidates for Certificates of fitness shall take place on the first day of Term.

The Examination of Candidates for Certificates of Fitness for Admission as Attorneys or Solicitors, shall not be entered upon the first day of any Term until the Examination of all Candidates for Call to the Bar on the order of the day for that day be first disposed of.

### III. Papers on Practical Education.

#### 1. GEOGRAPHY: HOW SHOULD IT BE TAUGHT.

Not, we reply, wholly from books; nor should books be ignored. But preliminary to the study of Geography, as much as comes within the pupil's observation of the topography of the earth should be taught. For example, we are in a country village, and occupied five hours a day with a class of little children; one has come, this pleasant morning down Summer's Hill; another has crossed the causeway by White's Mill; a third has gathered dandelion blossoms from the bank between the road and the Lake near the village, and so on.

The time arrives which we devote to a familiar talk with the pupils upon common things,—things which they may have seen; perhaps our subject is the hill they have come down; the attention is directed to other hills, the imagination to mountains, whose tops can only be reached by a ride of a long half day; and to some that are even higher than this, whose heads are away above the clouds; to mountains that have openings at their tops, where fire and smoke are continually sent forth; we show them a picture of such a mountain, or draw it upon the board, and give its general name.

At a subsequent lesson, the school-yard is our topic; assisted by the children, represent the yard upon the board, with the road, and the adjoining common, or whatever else we see.

We talk at another time of the lake, of its beautiful lilies, of the fish, of the boats, or of whatever of interest suggests itself, of the islands, the sandy beach, the headlands, the little bays. The lake is just a mile long, and half a mile wide; we impress these distances with others upon the mind, and fix the idea of direction. We talk also of the little brooks that run down the neighboring hills and crook about through the long, smooth, and narrow valleys that slope gradually down to its sides—of the sources whence they spring, of their swollen condition after the heavy rains. We trace the outlet of the lake to the great ocean into which its waters empty. Some of the pupils have seen the ocean; we let them give their own ideas of its appearance,—let them tell of the ships, of the beach, of the birds of the fish; we try to enlarge their ideas of its vastness; we talk with them of the monster whale, of the sea turtle, the walrus, of the mountains and fields of ice.

After these, come many more things to be considered; animals of every kind, birds and creeping things; plants, trees and fruits; heat and cold, winter and summer; water and ice; clouds and vapour, snow and rain; rocks and soils, and some of the thousand relations and uses of all these.

And then, at what age we cannot say, will come the study of Geography;—for all this is not Geography any more than a familiar conversation upon the various parts of a house, the windows, the doors, the sills, etc., is architecture.

Some careful teachers, after teaching thoroughly the geography of the village, the town, or the city, advance to the neighboring town, thence to the county, thence to the state, and so on;—enlarging their range till the earth is at last embraced. To this plan we decidedly object. The child can no more have an adequate idea of a country or a state than of the whole earth, unless the section comes within the power of his observation,—if he depends upon the representation, he may as well have a representation of the whole as of a part.

The systematic study of Geography should be begun with the globe. If you have not, any globular body may be shown to the pupils, an apple, an orange, or a ball of wood. Its properties

should be discussed, its form, its circumference, its diameter; its hemispheres should be shown,—its equator,—the equator as a great circle may be illustrated; an axis may be made, and its revolutions shown; its latitudinal and longitudinal distances may be explained—measurements in degrees, the great and lesser circles. And after all these points have been well considered, the child may be told that the earth on which we live, is a vast globe, differing in size but not materially in form from these. Give the earth's form definitely; labour to give some idea of its size, its circumference, its diameter, the equator,—show where it cuts the sky;—its meridians;—trace in the heavens the meridian of your own locality, and the axis to the polar star. Explain its daily rotation, the direction in which it turns, and the resulting phenomena. Illustrate the rate of its motion on its axis, its distance from, and motion around, the sun. Show the zones. Consider the surface of the earth as being divided into land and water; show the relative proportions of these by reference to a colored globe, or better, perhaps, a slated globe upon which you have outlined the continents; fix in mind the shape of the lands, and the shape of the oceans. Transfer these forms to the board; let the pupils trace them in whole or in parts upon their slates, or upon paper; they will by these frequent drawings practically learn to look upon maps as pictures of portions of the earth, and be fully prepared to use maps in place of the globe.

Next consider the reliefs of the lands; show on the map or the globe, the representation of the great mountain chains of the earth, the table lands, the plains, the slopes. From the mountains flow the rivers; consider these in systems. See next what are the relations of the land and the water of the earth; here some of the obvious properties of the atmosphere demand attention, as the great medium of communication between these mutually dependent portions of the earth's surface, its currents or winds, their modifications by the rotation of the earth, the contour of the land, and the situation of the mountain systems. Here consider rains; fertile regions; deserts; situation and the cause of salt lakes, &c. We now come to climate, and thence proceed to organic nature, to plants and animals, and finally to man.

We are now prepared to make a careful study of that particular part of the earth which we inhabit. We have traced an outline of North America, and have drawn the great rivers and mountain chains. We now direct attention to the political divisions of North America, and proceed directly to study the great physical features of Canada; we note its peculiar fitness for the wants of man, its vegetable and mineral resources, its climate, soil, etc. In our study we embrace the history of its discovery and its early settlement, and study till we embrace all that pertains to the country in general, when we arrive at the more detailed study of the several political divisions, with their modes of life, their communications, their institutions, etc.

We believe with this or a similar course, children in a comparatively short time would master the subject of Geography; which is what few at present ever do. One lesson of a half hour is time enough to give an attentive child a good idea of all the great mountain systems of the earth. We protest earnestly and confidently against the process so laboriously and so unsatisfactorily pursued, of following a text-book from state to state, through the vast maze of town and country, lake and river, boundary and definition, till at last the mind is overburdened with a mass of unclassified details, and the child feels as a caged animal does that attempts to liberate himself, by gnawing his way. When the poor prisoner is free, he looks with pity upon himself, and with contempt upon the mass of rubbish that entrapped him.

For very shame let us escape from such working in the dark, and conform our teachings to the obvious demands of the human mind.

## 2. NEW SYSTEM OF WRITING NEEDED.

In his address before the British Association, Sir William Armstrong made the following suggestions in relation to the need of a new system of writing:

"Cheap and rapid postage to all parts of the world—paper and printing reduced to the lowest cost—electric telegraphs between nation and nation, town and town, and now even (thanks to the beautiful inventions of Professor Wheatstone) between house and house—all contribute to aid that commerce of ideas by which wealth and knowledge are augmented. But while so much facility is given to mental communications by new measures and new inventions, the fundamental art of expressing thought by written symbols remains as imperfect now as it has been for centuries past. It seems strange that while we actually possess a system of short-hand by which words can be recorded as rapidly as they can be spoken, we should persist in writing a slow and laborious long-hand. It is intelligible that grown up persons who have acquired the present conventional art of writing should be reluctant to incur the labour of mastering a better system; but there can be no reason why the

rising generation should not be instructed in a method of writing more in accordance with the activity of mind which now prevails. Even without going so far as to adopt for ordinary use a complete system of stenography, which it is not easy to acquire, we might greatly abridge the time and labour of writing by the recognition of a few simple signs to express the syllables which are of most frequent occurrence in our language. Our words are in a great measure made up of such syllables as com, con, tion, ing, able, ain, ent, est, ance, &c. These we are now obliged to write out over and over again, as if time and labour expended in what may be termed visual speech were of no importance. Neither has our written character the advantage of distinctness to recommend it—it is only necessary to write such a word as 'minimum' or 'ammunition' to become aware of the want of sufficient difference between the letters we employ. I refrain from enlarging on this subject, because I conceive that it belongs to social more than to physical science, although the boundary which separates the two is sufficiently indistinct to permit of my alluding to it in the hope of procuring for it the attention which its importance deserves."

## 3. CURIOSITIES OF THE ENGLISH VOCABULARY.

The remarkable, and in some instances extreme, changes of meaning which most of our English auxiliary verbs have undergone, form a curious and instructive chapter in the history of language. *I may* meant originally "I am able;" *I can* was equivalent to "I know;" *I must* signified "I have leisure and opportunity;" *I ought* was synonymous with "I owned;" and *I shall* was a confession of homicide.

All these auxiliaries have this in common, that they are defective verbs—that is to say, they are but fragments of others which were complete in all their moods and tenses. Of their whole class, only *be*, *have*, and *will* possess an infinitive mood. We can say "to will a thing," but we cannot say "to can," "to must," "to may," and "you didn't ought to do that" is a ludicrous vulgarism. It is not an unreasonable surmise that this defect in form implies a corresponding defect or limitation of meaning. It may be conjectured beforehand that *I may*, *I must*, *I can*, lost in becoming auxiliaries something of the import they had previously borne, and acquired something of a secondary meaning in its stead. Inquiry will show that this hypothesis is not altogether unfounded.

*Will*, when used as an auxiliary verb, is distinguished from the majority of its class by continuing to convey, at least to English minds, if not to those of Irishmen and Scotchmen, the idea which belonged to it from the first—that of volition. It is quite otherwise with *I may* and *I might*, two tenses of a verb which still remain complete in the kindred language of Germany, and which meant originally "to have might," "to be able." We now use these words only to signify a possible contingency or a permissive freedom of action. *Can*, *ken*, and *know* are but various forms of the same primitive word, from which *cunning* is an offset, and *cunning* was of old synonymous with knowledge or knowing. Now, as knowledge is power, and as men had become more or less conscious of the fact long before that celebrated maxim was framed, *can* and *could* came insensibly to take the place from which *may* and *might* were seceding. First, they had signified simply the possession of knowledge; next, they asserted the power derived from that possession; and finally, their import was power alone—power in the abstract, from whatever source derived. The change has proceeded further with the corresponding word in German, for in that language *kann* (*can*) has assumed the meaning of possible contingency which we assign to *may*. A German gentleman was travelling in a gig with an expert English whip, and was greatly alarmed at the apparently reckless pace at which his companion drove down the steepest hills. "Stop! stop! my friend," he cried, "we can break!" He meant, "We may be smashed."

It is notorious what vagaries are played with *shall* and *will* "ayont the Tweed;" but it has never been noticed in print that *must* is used from the Tweed to the Tyne and the Tees in a sense which is not attached to it elsewhere. A lady of one of the northern counties, on hospitable thoughts intent, says to her visitor from London, "What *must* I get you, Mr. Smith? *Must* I make you a cup of tea or a glass of whiskey and water? I am afraid you are cold; *must* I have a fire lighted?" Mr. Smith, of course, thinks he has no choice but to decline services which are offered in terms apparently so ungracious and forbidding. Afterwards, when he has become more familiar with the local phraseology, he is aware that in Northumberland and Durham *must* very commonly does duty for *may* or *shall*. The perfect verb of which it is a remnant still exists in the languages of Germany, Holland, and Scandinavia. It meant originally, to have free scope and leisure to do a thing, and thence to be able to do it. Now, when once it is perceived that there is room for a thing which is in any way desirable, people are apt to jump to the conclusion that the thing is necessary, and

that some one is bound to do it. Thus it was that the verb in question finally arrived at the meaning which it bears at this day, wherever it is current, except in Northumberland and Durham, where its popular acceptation is still very nearly the same as that which belonged to it at the outset, *Mussen* is the German *must*, and in that language the cognate word *musse* still means "leisure." Both are related to the English word *mouse*.

*Ought* is the old preterite of the verb to *owe*. It was formerly synonymous with the new preterite *owed*, and continued to be used in place of it occasionally as late as the time of Dryden. In Shakespeare's "King Henry IV., iii. 3, the passage occurs—"He . . . said this other day that you ought him a thousand pounds." Widely as they now differ in meaning, *owe* and *own* are undoubtedly but different forms of the same word. A modern Yorkshireman says, "Who owes this?" that is, to whom does it belong, who owns it; and Shakespeare uses both forms in the same sense. Thus, in "Twelfth Night," at the close of the first act—

"Fate show thy force: ourselves we do not *owe*;  
What is decreed must be, and be this so."

We are in the habit of using the word *have* to express necessity in such phrases as these:—I have to go a journey; this has to be done; and it was through a precisely similar use of the synonymous verb to *owe*, that it acquired the sense of indebtedness, moral obligation, or expediency. To *owe* money is an elliptical expression for having to pay it to another, possessing it for another. Ultimately, by a process of which the history of language affords many examples, the various meanings which had been common to *owe* and *own* were divided between them, and the twin verbs ceased to be synonymous one with the other. A further subdivision of meaning was then made with respect to *own*. The office of expressing indebtedness was assigned to its new preterite *owed*, and the old preterite *ought* was employed exclusively to signify moral obligation or expediency, whether as an auxiliary verb or otherwise.

The idea now conveyed by *shall* is that of obligation or of an intention to perform a certain act, and both are found, on further analysis, to resolve themselves into the general idea of indebtedness. In the mercantile language of Germany *soll* (shall) and *haben* (have) signify the debit and credit side of an account. But the debts implied by *soll* and *shall*, in a commercial age, differ widely in nature from those with which courts of justice had to deal most frequently in the infancy of our civil law. Their chief business in that department consisted in trying actions for damages on account of wounds or loss of life; and for these compensation was to be awarded in accordance with elaborate tariffs, wherein every kind of bodily injury, homicide not excepted, was rated at a price proportioned to its nature, and to the condition in life of the injured party. This ancient system of jurisprudence, under which every act of bloodshed was to be atoned for by a payment in money or solid value, has left deep traces in our language. The primary meaning of *guilt* is conduct that has to be paid for. It is derived from the Anglo-Saxon *gildan*, to requite, atone, return an equivalent, and is identical with Swiss, Danish, and Icelandic words, all of them meaning debt. The phrase *I shall* was originally, as we have said, a confession of homicide, or at least of bloodshed. Though now used to signify a future act, it has been shown by the great German philologist, Grimm, to be really the preterite of an old verb which meant to slay or smite. In the good old days, therefore, when that old verb was new, "*I shall*" meant "*I slew or wounded such a one, and am therefore a debtor. I owe blood-money, and must pay it or fly the country.*"

#### IV. Biographical Sketches.

##### No. 8.—DAVID GIBSON, ESQ.

Mr. David Gibson, Government Superintendent of Colonization Roads, died at Quebec on the 26th inst. He was born on the 9th of March, 1804, in the parish of Glammis, Forfarshire, Scotland, where his father was a farmer. He served his time with Mr. Blackadder, Glammis, as a Surveyor and Civil Engineer. When a young man about twenty-two years of age, he came to Quebec, bringing letters to Earl Dalhousie, at that time Governor, and was speedily engaged in the survey of the boundary line between Lower Canada and the United States. He remained some time in Lower, then came to Upper Canada, and settled in Markham village, where he had relations [Mr. Milne, of York township, being his uncle]. He practised as a surveyor for some years, and as such made Government surveys of the township of Goderich and township of Thorah, &c. He was also the first City Surveyor of Toronto—Mr. W. L. MacKenzie being then Mayor. He was elected twice to the Parliament of Upper Canada for the First Riding of York, and was sitting for that Riding up to the time of the rebellion. He had then been living for some time at Willowdale, nine miles out Yonge-street, where he

had a farm. In 1837, he was connected with Mackenzie's revolutionary movement; held a commission as captain, and had charge of prisoners, whom he treated with kindness. After the affair at Montgomery's, he was concealed for some little time by sympathizers in Canada, and at last succeeded in crossing Lake Ontario, going in a schooner from the Rouge to Rochester. His house, barns, &c., at Willowdale, were burned down by loyalists, and he suffered serious loss of property by his connection with the rebellion. He next went to Lockport, and got an appointment as engineer on the Erie canal. He was successful, and acquired property close to Lockport, which he held at the time of his death. Having received a special pardon, he returned to Canada in 1848, and received Government employment, having charge of laying out the Durham road, and also surveying the township of Normanby. In 1851, he ran for the first Riding of York with the Hon. Jas. Hervey Price, and Mr. J. W. Gamble, the last named being elected. In 1853, he received instructions to survey Melancthon and Proton, but was sent for to Quebec, and received the appointment—Dr. Rolph being then C. L. Commissioner—which he held to his death, of Inspector of Crown Land Agencies and Superintendent of Colonization Roads for Upper Canada. His son surveyed Melancthon and Proton. Under his superintendence, while holding this appointment, the following roads were made:—Elora and Saugeen, Woolwich and Huron, Southampton and Goderich, road between Southampton and Owen Sound, road dividing counties of Grey and Wellington, besides a number of minor roads in the Western section; also the lengthy lines of road, properly known as Colonization Roads. Latterly, since the removal of Mr. Salter, he had charge of the roads in Algoma District, as a separate agency, in addition to other duties.—*Toronto Globe*.

##### No. 9.—THOMAS PARKE, ESQ.

We have to record the death of Thomas Parke Esq., Collector of Customs for this port. Mr. Parke was a native of the County of Wicklow, Ireland, from whence he emigrated to this country in 1820, settling in the city of Toronto, then the small village of York, where he carried on an extensive business for that period. He then removed to London, representing the County of Middlesex in the last Parliament of Upper Canada, and the first Parliament after the union of the Provinces. In 1841 he accepted the office of Surveyor General, retaining it until 1845, when he retired altogether from political life. In 1850 he was appointed Collector of Customs for Port Colborne, retaining the office until transferred here, as a successor of the late Mr. Cayley. As an officer of customs it is the testimony of thousands who have transacted business with him, that he was extremely obliging and accurate in the discharge of his duties, and as a politician his views were always enunciated with clearness and candor.—*St. Catharines Journal*.

##### No. 10.—MR. CRAWFORD, THE LAST N. S. LOYALISTS.

Mr. Archibald Crawford, who died on Monday last at Musquodobbolt Harbor, in the 101st year of his age, was a native of South Carolina, and of Scottish parentage. He was a Loyalist, and witnessed the first American Revolution; and when that great revolution was consummated, young Crawford and his parents made the best of their way to Nova Scotia, in order to preserve their allegiance to George III. He lived for many years on the Musquodobbolt River near Crawford's Falls, where his hospitality was often enjoyed by travellers. From this place he removed to Porter's Lake, where his house was always the home of Presbyterian clergymen officiating there. For the last few years he lived with his grandchildren at Musquodobbolt Harbor. His wife, who died about five years ago, was also a Loyalist. Mr. Crawford was probably the last of the Refugee Loyalists in the Province. He has a clear recollection of all the stirring times when the great Republic first took its place among the nations; and he survived two years the existence of the Union.—*Halifax Reporter*.

##### No. 11.—THE DUKE OF ATHOLE, K.T.

(INTERESTING REMINISCENCES OF HIS CHARACTER.)

The death of the Duke of Athole, at Blair Castle, Perthshire, on the 6th ult., has already been announced. The late Right Hon. George Augustus Frederick John Murray, Duke of Athole, Marquis of Tullibardine and Athole, Earl of Tullibardine, Athole, Strathgairn, and Strathardle, Viscount of Balquhidar, Viscount Glenalmond and Glenlyon, Baron Murray of Tullibardine, Belvenie and Gask, in the peerage of Scotland; Earl Strange, Baron Strange, and Murray, and Baron Glenlyon, county Perth, in the peerage of Great Britain, was the elder of the two sons of General Lord Glenlyon, second son of John, Fourth Duke of Athole, by Lady Emily Percy, fifth daughter of Hugh, second Duke of Northumberland. He was born September 20, 1814, so that he was in his 50th year.

As Lord Glenlyon he participated as one of the knights at the memorable Eglinton Tournament in August, 1839, attended by a band of upwards of 100 Athole men fully equipped. When her Majesty first visited Scotland, in September, 1842, the Duke, as Lord Glenlyon, and heir presumptive to the honors of the family, gave a splendid reception to the Queen and her late illustrious Consort, at Dunkeld, on the Royal progress from Scone Palace to Taymouth Castle. The present Duke, born on the 6th of August, 1840, is a lieutenant in the Scots Fusilier Guards, and only returned from serving with his battalion in Canada last autumn. The *Scotsman* in a sketch of the Duke, says:—"Some men have character, more or less, others have none; and some few are characters; it is of their essence and what they are made of. Such was the Duke of Athol; he was a character, inscribed and graven by the cunning, inimitable, and unrepeatable hand of nature, as original, and as unmistakable as his own Ben-y-Gloe. He was a living, a strenuous protest, in permanent kilt, against the civilisation, the taming, the softening of mankind. He was essentially wild. His virtues were those of human nature in the rough and unreclaimed, open and unsubdued as the Moor of Rannoch. He was a true autochthon, a terrigena—a son of the soil—as rich in local color, as rough in the legs, and as hot at the heart, as prompt, and hardy, and heathery, as a gorcock. Courage, endurance, stanchness, fidelity, and warmth of heart, simplicity, and downrightness were his staples; and, with these as his capital, he attained to singular power in his own region and among his own people. The secret of this was his truth and his pluck—his kindness and his consistency. Other noblemen put on the kilt at the season, and do their best to embrown their smooth knees for six weeks, and then return to trousers and to town. He lived in his kilt all the year long, and often slept soundly in it and his plaid among the brackens; and, not sparing himself, spared none of his men or friends—it was the rigor of the game. Up at all hours, out all day and all night, often without food—with nothing but the unfailing pipe—there he was stalking the deer in Glen Tilt\*, or across the Gaick Moors, or rousing before day-break the undaunted otter among the alders of the Earn, the Isla, or Almond; and if in his pursuit, which was fell as many a hound's, he got his hands into the otter's gripe, and had its keen teeth meeting in his palm, he let it have its will till the pack came up—no flinching, almost as if no sense of pain. It was this gameness and thoroughness in whatever he was about that charmed his people; charmed his very dogs; and so it should. But he was not only a great hunter, and an organiser and vitaliser of hunting, he was a great breeder. He lived at home, was himself a farmer, and knew all his farmers and their men; had lain out at nights on the Badenoch heights with them, and sat in their bothies and smoked with them the familiar pipe. But he also was, as we have said, a thorough breeder, especially of Ayrshire cattle. It was quite touching to see this fierce, restless, intense man—*impiger, acer, iracundus*—doating upon and doing everything for his meek-eyed, fine-limbed, sweet-breathed kine. It was the same with the other stock, though the Ayrshires were his pets to the end. Then he revived and kept up the games of the country—the throwing the hammer and casting the mighty caber; the wild, almost naked, hill-race; the Ghillie-Callum, and the study of the eldritch melancholy pipes, to which, we think, distance adds not a little enchantment; all the natural fruits of human industry—the dyes, the webs, the hose—of the district. Then the Duke was a great organiser of men—he was martial to the core; had his bodyguard dressed and drilled to perfection—all mighty men of valor—after whom at the Princess's marriage the lively and minute Cockneys gazed in awful wonder. And of all the men about him he was as much the friend as the master; and this is saying much, as those who knew his peremptory nature can well confirm. This power over men—not from mere birth, though he knew he was "to the manor born"—not by high intellect, or what is called knowledge; for, though he had a stout and keen sense, it was not high or cultured—not because he was rich, which he never was—but simply because he was immediate, honest and alive, up to anything, and always with them—this power gave him a hold over all about him, which, had it not been something deeper and better, would have been almost ludicrous. His Athole guard (many of whom, with Struan at their head, were his peers in birth) would have died for him, not in word, but in deed, and a young capable shepherd, who might have pushed his fortune anywhere and to any length, was more than rewarded for living a solitary deer-keeper at the far end of Glen Tilt, or up some to us nameless wild—where for months he saw no living thing but his dog and the deer, the eagles and the hill fox, the raven and the curlew—by his £18 a year, his £3 for milk, his six bolls and a half of oatmeal, with his annual coat of grey tweed, his kilt, and his hose, so that he had the chance of a kind word or nod from the

Duke, or, more blessed still, a friendly pipe with him in his hut, with a confidential chat on the interests of the 'Forest.' Everyone knows the interest our Queen had in him—in his Duchess and in Blair—where she first saw and loved the Highlands, when she and her husband were in their first young joys, and where she went when the Duke, her friend, and her friend's husband, and her husband's friend lay dying by inches of that terrible malady against which he bore himself so patiently, we may now say so sweetly—submitting that fierce, restless spirit to the Awful Will, setting his house in order, seeing and comforting his friends, remembering his people, not even forgetting his Ayrshires—waiting steadfastly and like a man for the end. We all know that meeting of the quick, honest, chivalrous, devoted chieftain with his sorrow-laden but sympathising Queen—their mutual regards, their brief, measured words from the heart. The dying man rising from his final room and accompanying his royal mistress to the train—kissing her hand, and bidding her, not without dignity, farewell; and when his amazed and loving people stood silent and awed almost scared, by something greater than Majesty, when with his dying lips he raised to her the parting cheer."

## V. Miscellaneous.

### THE CHILDREN.

BY THE "VILLAGE SCHOOLMASTER."

When the lessons and tasks are ended,  
And the school for the day is dismissed,  
The little ones gather around me  
To bid me good night and be kissed;  
Oh! the little white arms that encircle  
My neck in their tender embrace!  
Oh! the smiles that are halos of heaven,  
Shedding sunshine of love on my face.

And when they are gone I sit dreaming  
Of my childhood, too lovely to last;  
Of love that my heart will remember  
While it wakes to the pulse of the past,  
Ere the world and its wickedness made me  
A partner of sorrow and sin;  
When the glory of God was around me,  
And the glory of gladness within.

They are idols of hearts and of households,  
They are angels of God in disguise;  
His sunlight still sleeps in their tresses,  
His glory still gleams in their eyes.  
Oh! these truants from home and from heaven,  
They have made me more manly and mild,  
And I know how Jesus could liken  
The kingdom of God to a child.

I ask not a life for the dear ones,  
All radiant, as others have done,  
But that life may have just enough to shadow  
To temper the glare of the sun;  
I would pray God to guard them from evil,  
But my prayers would bound back to myself—  
Ah! a seraph may pray for a sinner,  
But a sinner must pray from himself.

The twig is so easily bended  
I have banished the rule and the rod;  
I have taught them the goodness of knowledge,  
They have taught me the goodness of God.  
My heart is a dungeon of darkness  
Where I shut them for breaking a rule;  
My frown is sufficient correction,  
My love is the law of the school.

I shall leave the old house in autumn,  
To travel the threshold no more;  
Ah! how I shall sigh for the dear ones!  
That meet me each morn at the door!  
I shall miss their "good nights" and their kisses,  
And the gush of their innocent glee,  
The group on the green, and the flowers  
That are brought every morning for me.

I shall miss them at morn and at eve—  
Their song in the school and the street;

\* Our readers will remember Punch's famous cartoon on the Duke's closing of Glen Tilt to the Cockney Tourists.



I shall miss the low hum of their voices  
And the tramp of their delicate feet.  
When the lessons of life are all ended,  
And Death says, "The school is dismissed!"  
May the little ones gather around me  
To bid me good night and be kissed.

## 2. ANOTHER PRINCE.

It will be matter for rejoicing in Canada as well as the mother country that the Prince of Wales has become a father, and that there is no apparent danger of a failure of heirs in the direct line to the throne of these realms. We all share, as it were, in the homely, household joys of the Royal family. We all know the joy it brings into a house, to father and mother and grand-mamma, and uncles and aunts when there is a baby to be caressed and tended, and made a play-thing of. Doubtless just such a flutter, gentle reader, has there been for the last fortnight in the two foremost families of these realms. Doubtless little aunt Beatrice and grand-mamma are the most happy, after the parents themselves; and uncle Alfred and Arthur will both pooh-pooh the fuss the aunties make over such a little baby; and doubtless too, they are just as pleased and happy inwardly as anybody, only the dignity of manhood forbids them to show it.

"One touch of nature makes the whole world kin."

Such as these gladsome events are with us, so it is with the Royal fathers and uncles. And as we lift up our hearts to bless those helpless little creatures whom God sends to us with a claim of kinship, so let us pray for this young right Royal mother and her infant boy, that God will preserve and abundantly bless them. Let us shake hands heartily in imagination with this young Royal father, whom we all know so well, offering our felicitations while his eyes and ours grow a little moist and dim in the operation: and then let us step into the court yard of the castle among the servants of the House, and fling up our caps with ringing cheers for our young Master and Mistress and their blessed baby. It will do us good my boy; and do that dear, kind soul good, too, who sits away in her quiet chamber, still wearing weeds, still sorrowing in her heart of hearts, one of those whom the "good word" tells us of, "who are widows indeed."—*Montreal Gazette*.

## 3. THE PRINCE'S WELL AT GLENESK.

It may be remembered that, during the royal residence at Balmoral in 1861, one of its most interesting episodes was an *incognito* visit by the Queen and Prince Consort into Glenmark, thence down Glensesk to Fettercairn, and back by the Carino' Mount Deeside. The royal party, on horseback, duly attended by guides and gillies, came across Mount Ken early in the day, and, at the highest point at which the road crosses the hill, were received and welcomed by the Earl of Dalhousie. Facing the base of the Highland track stands the only house in that wild district, a cottage occupied by one of the Earl's foresters. The deer forest is a princely range, through which the impetuous Mark forces its rugged way for many a mile. A few hundred yards lower in the glen a beautiful sward of grass spreads out, of considerable extent, and fertile in natural hay—as to the annual appropriation of which there is, we understood to be much obstinate contention between the watcher and his deer neighbors. Near the centre of this oasis bursts forth a most noble spring, long famous in these parts; its waters are cold as ice and clear as crystal; its rush at one bound is full, bold, and free, as if impatient of restraint beneath. At its very source it could drive a mill. But, that day, gentler work awaited Tober-nan-clachan-thallach (we do not pledge ourselves for the Gaelic spelling)—the Well of the White Stones—a modest white cairn having been till then its only distinguishing mark.

The royal party had need of rest and refreshment, and both had been provided for by the noble Earl, who, as Lord of the Manor, had been let into the secret of this royal progress, though only the day before—and luncheon was laid on the shieling, and was duly partaken of. Afterwards Her Majesty and the Prince, in passing Tober-nan-clachan-thallach, stopping to enjoy its refreshing draught, and admire the noble scenery around—the hill of Craig-o'-Doon arresting special attention, and the marvellous riches of the well, not passing unobserved. Its single weakness seeming to be the unapproachable nature of its Gaelic name to a southern tongue; it naturally occurred to the Earl that this should be removed at once and for ever, in honor of the royal visitant, and Her Majesty readily consented that it should be called the *Queen's Well*.

Too soon, alas! this visit was followed by the sad event, which covered not Balmoral alone, but all Scotland with gloom; and Lord Dalhousie resolved to raise over the spot, rendered doubly interesting by the royal visit, a memorial to the late lamented Prince, after a

manner which reflects much credit on his taste and good feeling, and is in admirable keeping with the scenery around.

Over the well six solid arches of roughly-hewn granite rear themselves, about 20 feet high, terminating in a rude cross of white quartz, both kinds of stone from the neighbouring hills. This cross is said to be temporary, to be replaced by a suitable block of granite, probably of a floral form. But even as it is, the eye finds no fault with the *tout ensemble*—a massive, yet light and elegant imitation of the old Scottish crown. Within its base the clear well now bubbles up in all its beauty, piercing a surface of finely-broken quartz of snowy whiteness, and restrained for a time within a basin of smooth sandstone, on the margin of which—all unobscured by the clear waves that are everlapping over—runs this touching legend—

"Rest traveller, rest on this lonely green,  
And drink, and pray, for Scotland's Queen."

Outside of all, smooth green turf is laid, and beyond that is the natural herbage, soon lost among the brown heath and grey stones of the mountain side, on which small white cairns are seen to rise, suggestive and appropriate accessories to this memorial of respect and sympathy. An inscription on the lower stone of the central arch simply sets forth that

Her Majesty Queen Victoria and  
His Royal Highness the Prince Consort  
visited this well and drank of its refreshing waters,  
the 20th September, 1861,  
The year of Her Majesty's great sorrow.

Of the pastoral glens of Scotland there is none more beautiful than Glensesk. None will better repay the traveller for the labor of a summer's day in its entire ascent. And no more fitting *terminus ad quem* can he have than his memorial of the joy and sorrow of our beloved Queen. To her, Lord Dalhousie submitted the plan of the erection, ere a stone was laid, and all received her Majesty's approval. But one desire she expressed—and it came from the depths of a broken heart—"Let it be called the PRINCE'S WELL."

## 4. CONFEDERATE WOMEN.

Bayard F. Taylor, army correspondent of the *Chicago Journal*, in one of his letters from Tennessee, says:—

I should never be done admiring the patriotic faith and undying devotion of the loyal women of the land, but I must tell you that the rebel women of the South are worthy in everything but a sacred cause of their Northern sisters. There is nothing they will not surrender without a smile; the gemmed ring, the diamond bracelet, the rich wardrobe. They cut up the rich carpets for soldiers' blankets without a sigh; take the fine linen from their persons for bandages. When 400 of Longstreet's men came up to Nashville, prisoners of war, about the roughest, dirtiest, wildest fellows the sun ever shone on, and a flight of stairs in the building they occupied fell, killing and wounding a large number of them, you should have seen the fair young traitresses come forth from the old aristocratic mansions, bearing restoratives and delicacies in their hands, mingling in the dingy crowd, wiping away the blood with their white handkerchiefs and uttering words of cheer: should have seen them doing this, with hundreds of Union soldiers all around, and smiling back upon the rough blackguards of rebels as they left. But in all there was a defiant air, a pride in their humanity strange to see. Of a truth they carried it off grandly, and most all those girls were in mourning for dead rebels, brothers, lovers, friends, whom these same girls had sneered into treason and driven into rebellion, and billowed all the South with their graves, and the least they could do was to wear black for them and flaunt black from the window blinds. Clothed be their souls in sackcloth! I say they were worthy of their sisters at the North, in all but a righteous cause, but, I said wrong. There is a bitterness, there are glimpses of the Pythoness, that makes you shrink from them. But they are fearfully in earnest; they are almost grand in self sacrifice.

## 5. LEARNED WOMEN.

Laura Veratti, born at Bologna, Italy, in 1711, studied the languages, and then went through a thorough course of metaphysics and philosophy; she found no trouble in gaining the doctor's degree in the university of Bologna, and was finally elected by its senate to be a public lecturer, in which high position she was honoured and loved. Donna Morandi, distinguished as the inventor of the anatomical preparations in wax, which superseded clumsy wooden figures, was in 1768 elected to the anatomical chair of the leading medical institute of her country. Maria Agnesi, born in Milan, 1718, geometrician, could fill her father's chair in the college when he was ill, and write analytical treatises which have been translated into all languages.—*The Englishwoman*.

### 6. THE MOTHER TO RULE.

There is no sight more pitiable than a mother whose children rule her, and refuse to be ruled. So many are the trials of every mother with disobedient children, that we cannot withhold the strongest sympathy from her who has given up in despair, and suffered her children to have their own way. Their way is always a bad way when they get it by their own wilfulness. To prevent such a domestic misfortune, parents must begin with their children at the beginning. How soon it is practicable to establish authority with a child, it is hard to say. A child was once in its cradle, less than a year old, and refusing to be quiet and go to sleep. The mother had exhausted all her arts and means to make it lie still, and finally called the father to her help. He laid his hand on the child's breast and said "lie down" in a firm tone of command. It was obeyed instantly, and the father never had to punish that child. He grew up to be a man without even disobeying his father, who established his authority that night. And it is undoubtedly true that a parent may and should teach a child the first year of its life that there is a higher will than its own to which it must submit. This grand end will be secured, not by beating the little thing, but by those firm yet gentle denials of indulgences, and commanding tones of voice which they understand in the earliest dawn of mental activity. Many a mother is worried half to death with a crying fretting child, and she might have saved herself the perpetual annoyance, and made the child far happier had she begun, when it was six months old or less, to teach it that it must not cry without cause. And these lessons, which every judicious mother knows how to give would also aid the mother in setting up that government which is essential to the comfort and happiness of every family.—But the most difficult, painful and perplexing task is to be performed when children have grown to be three, five or seven years old without having been taught to obey their parents. Much as the children are blamed, the parents are the most censurable for this deplorable state of affairs. If your child at three years of age is not ready to come and go at the slightest word of parental command; if he will not obey a look or sign instantly and cheerfully the reason is to be found in your neglect of duty to him. Such discipline it is easy to establish in every household. It will not require severity. By all means use the rod when it is necessary. But the rod is rarely to be used, when the parent has wisdom and force of character sufficient to assert his own will in place of the child's, and maintain it in spite of tears and interference.—*N. Y. Observer.*

### 7. ARE YOU KIND TO YOUR MOTHER?

Who guarded you in health, and comforted you when ill? Who hung over your little bed when you were fretful, and put the cooling draught to your parched lips? Who taught you how to pray, and gently helped you to read? Who has borne with your faults, and been kind and patient with your childish ways? Who loves you still and who contrives and works for you every day you live? It is your mother—your own dear mother. Now let me ask you, Are you kind to your mother?

### 8. A BIT OF ADVICE FOR BOYS.

"You are made to be kind," says Horace Mann, "generous and magnanimous." If there is a boy in the school who has a club foot, don't let him know that you ever saw it. If there is a poor boy with ragged clothes, don't talk about rags in his hearing. If there is a lame boy, assign him some part of the game which does not require running. If there is a hungry one give him part of your dinner. If there is a dull one, help him to get his lesson. If there is a bright one, be not envious of him; for if one boy is proud of his talents, and another is envious of them, there are two great wrongs, and no more talents than before. If a larger or stronger boy has injured you, and is sorry for it, forgive him, and request the teacher not to punish him. All the school will show by their countenance how much better it is than to have a great fist."

### 9. A GOOD RULE FOR BOYS.

A certain man who is very rich now, was very poor when he was a boy. When asked how he got his riches, he replied, "My father taught me never to play till my work was finished, and never to spend my money until I had earned it. If I had but an hour's work in the day, I must do that the first thing, and in an hour. And after this I was allowed to play; and then I could play with much more pleasure than if I had the thought of an unfinished task before my mind. I early formed the habit of doing every thing in time, and it soon became easy to do so. It is to this I owe my prosperity." Let every one who reads this do likewise.

### 10. NOTHING IS FORGOTTEN.

There is no such thing as forgetting possible to the mind. A thousand accidents may, and will, interpose a veil between your re-

sent consciousness and the secret inscriptions of the mind: accidents of the same sort will also rend away this veil; but alike, whether veiled or unveiled, the inscription will remain for ever; just as the stars seem to withdraw before the coming light of day; whereas, in fact, we all know that it is a light drawn over as a veil, and that they are waiting to be revealed when the obscuring daylight shall have withdrawn.

## VI. Literary and Scientific Intelligence.

**JOURNALISM IN NEW ZEALAND.**—There are now no less than six daily newspapers in New Zealand, namely, the "Daily Times," the "Telegraph," and the "Evening News," in Dunedin; the "Southern Cross," and "New Zealander," in Auckland; and the "Press," in Christchurch. We are not quite certain that, in addition to these, there is not a small daily paper published at the Dunstan diggings. Of these, several are old-established journals, but they all date their daily issue within the last fifteen months, and, excepting the "Otago Daily Times" and "Telegraph," their publication in a daily form is of quite recent date. The newspapers published in New Zealand now number twenty-three, besides those published at the Otago diggings, concerning which we have no accurate knowledge. Auckland has three papers—two daily and one weekly; Taranaki, two weekly; Hawke Bay, two weekly; Wellington, two semi-weekly, and one published three times a week; and Wanganni, one weekly. Nelson has two semi-weekly papers; Marlborough, one weekly; Canterbury, one daily, and two semi-weekly; Otago, three daily, and two weekly; and Southland, two weekly. There is also an excellent monthly magazine published in New Zealand.

**TENTH REPORT OF THE SCIENCE AND ART DEPARTMENT OF THE COMMITTEE OF COUNCIL ON EDUCATION (1863).**—1. SCIENCE.—The second examination of Science classes throughout the United Kingdom was held in May, and the third examination of teachers in November. The increase in the number of classes taught by certificated masters, and of persons under instruction, since the Science Minute of 2d July 1859 came into operation, has been as follows:—

	No. of Classes.	No. under Instruction.
1860, .....	9	500
1861, .....	38	1330
1862, .....	70	2543

The examinations in May were held at 55 local centres; in the previous year the number of centres was 25. The results were as follow:—

	No. Examined.	No. of Papers worked.	No. passed.	Prizes.
1861, .....	650	1000	725	310
1862, .....	1229	1943	1480	689

The students of seven Irish schools, numbering only 374, were successful in obtaining 149 prizes and 12 medals, out of a total of 669 prizes and 35 medals.

The examination of teachers in November afforded proof of the advance which this branch of the Department is making. The statistics of the last four annual examinations are briefly as follows:—

	1860.	1861.	1862.
Number of Candidates, ..	57	89	103
Number who passed ..	43	75	97

There are now 237 certificated science teachers, of whom 80 teach classes connected with the Department. All these teachers have been educated without any expenditure of public money by the Department, excepting five or six who were trained before the Minute was passed.

The Aid by Apparatus and Examples has been much reduced, notwithstanding the increase in the number of Science classes. During the past year it amounted to £67, 18s. 6½d., compared with £155, 18s. 9½d., and £101, 11s. 2d. in the two previous years.

2. ART.—The Central School of Art, at South Kensington, was attended by 358 students, exclusive of the training and free classes in the spring session and 308 students in the autumn session, and the total sum received in fees was £1458, 15s. The class of students in training for masterships numbered 53, and that of free students 62; thus the gradual reduction of the former class and increase of the latter, adverted to in our last Report, has been maintained. Fifty-one certificates have been taken in the school.

The time has arrived when the local schools have become sufficiently advanced in their studies to enable them to train students for masterships up to a certain grade of competency, and we have passed a minute by which no further payments in London will be made to assist students to take the first certificate for a mastership. On the other hand, we propose

to revert to the system of scholarships in the Central School, which had been somewhat prematurely established in the Schools of Design. These scholarships will be open to competition to the advanced students of all the local schools, and the holders of them will have the opportunity of making practical use of the collections of the Art Museum.

In 1862, 8896 children of poor schools in London were taught through the agency of the Central School, and the total number of all classes who received instruction was 11,222, being a small decrease on the previous year; which may be ascribed partly to the action of the New Code of the Educational Department, and partly to the distractions of the International Exhibition.

The total number of Schools of Art throughout the United Kingdom is 90.

In the central schools 15,908 persons received instruction during the past year, compared with 15,483 in 1861.

In the public schools 71,423 were taught, compared with 76,303 in 1862.

The results of the examination in drawing of the Diocesan and other Training Colleges are as follow:—

	1860.	1861.	1862.
Number examined, ....	2721	2818	2868
Number passed, ....	1600	1523	1680
Number of certificates, ....	79	123	147

Payments on results have for the last ten years formed part of the system by which masters have been remunerated, and the working of the system has been such as to justify its complete adoption. We have accordingly prepared minutes extending the application of this principle to all the instruction given in or through the means of the Art schools. These minutes will also tend to restrict the aid of the State to those classes that are unable to provide such education for themselves.

Aid by Examples was given on 121 requisitions from Art schools and classes, to the amount of £190, 0s. 3½d. In 1861 the amount was £305 15s. 4d. on 203 requisitions, and in 1860, £417, 14s. 9d. The gradual but healthy reduction referred to in our last Report has therefore been maintained.

The grand total of persons taught drawing through the agency of the Department, and the fees paid, etc., during the last three years have been as follow:—

Numbers taught, ..	89,481	91,836	87,389
Fees paid, ..	£17,321 6 8½	£17,908 1 3	£18,017 10 6

The Art Library was attended by 7592 readers, including 638 subscribers.

The visitors to the Museum were more than double the number of those of any previous year. This is attributable partly to the influx of visitors to the International Exhibition, and partly to the popularity of the exhibition of Art Loans at the South Kensington Museum. The number of visitors during each year since the opening have been as follow:—

1858, .....	456,288	1861, .....	604,550
1859, .....	475,365	1862, .....	1,241,369
1860, .....	610,696		

3. GEOLOGICAL SURVEY.—In England and Scotland 2430 square miles were surveyed during the year. In 1861 the area surveyed amounted to 1430.

The survey of Ireland also exhibits an increased area over that of the previous year; about 1028 square miles of new ground were surveyed, and 1518 linear miles of boundary lines traced; besides readjustments of 387 square miles, and 650 miles of boundary.

Maps on both the one-inch and the six-inch scale, sections, and memoirs, have been prepared and issued. The sale of these publications exhibits a large increase, and shows that a public want is thus supplied.

#### 4. EXPENDITURE.—

Science and Art Department, South Kensington, including general management, .....	£97,892 4 4
Schools of Science and Geological Museum, .....	
Jermyn Street, .....	£6,660 8 8
Geological Surveys of the United Kingdom, .....	9,922 18 3
Industrial Museum, Scotland, .....	2,112 18 2
Royal Hibernian Academy .....	800 0 0
Museum of Irish Industry, .....	4,759 19 3
Royal Dublin Society, .....	7,017 0 0
	30,772 18 11
	£128,165 3 3

## VII. Departmental Notices.

### NO PENSIONS TO COMMON SCHOOL TEACHERS UNLESS THEY SUBSCRIBE TO THE FUND.

Public notice is hereby given to all Teachers of Common Schools, or Teachers of the English branches in Grammar Schools, who are legally qualified Common School Teachers in Upper Canada, who may wish to avail themselves at any future time of the advantages of the Superannuated Common School Teachers' Fund, that it will be necessary for them to transmit to the Chief Superintendent, if they have not already done so, their subscriptions, at the rate of \$5 per annum for each preceding year, commencing with 1854, and at the rate of \$4 per annum for the current year's subscription. The law authorizing the establishment of this fund provides, "*That no teacher shall be entitled to share in the said fund who shall not contribute to such fund at least at the rate of one pound per annum.*" No pension will be granted to any teacher who has not subscribed to the fund, in accordance to the preceding regulations of the Council of Public Instruction.

### SCHOOL REGISTERS SUPPLIED THROUGH LOCAL SUPERINTENDENTS.

School Registers are supplied gratuitously, from the Department, to Common and Separate School Trustees in Cities, Towns, Villages and Townships by the County Clerk—through the local Superintendents. Application should therefore be made direct to the local Superintendents for them, and not to the Department. Those for Grammar Schools have also been sent to the County Clerk, and will be supplied direct to the head Masters, upon application to the Clerk.

### POSTAGE REGULATION IN REGARD TO GRAMMAR AND COMMON SCHOOL RETURNS.

All official returns which are required by law to be forwarded to the Chief Superintendent, or a Local Superintendent, and which are made upon the printed blank forms furnished by the Educational Department, *must be pre-paid*, at the rate of one cent, and *be open to inspection*, so as to entitle them to pass through the post as printed papers. No letters should be enclosed with such returns. A neglect to observe this regulation has repeatedly subjected this Department to an unnecessary charge of 14 cts. and 21 cts. on each package, including the Post-office fine of nearly *fifty per cent.* for non-payment.

### INDISTINCT POST MARKS.

We receive, in the course of the year, a number of letters on which the post marks are very indistinct, or altogether omitted. These marks are often so important, that Postmasters would do well to see that the requirements of the Post-office Department, in relation to stamping the post-mark on letters is carefully attended to.

### PRE-PAYMENT OF POSTAGE ON BOOKS.

According to the new Postage Law, the postage on all books, printed circulars, &c., sent through the post, *must be pre-paid by the sender*, at the rate of one cent per ounce. Local Superintendents and teachers ordering books from the Educational Depository, will therefore please send such an additional sum for the payment of this postage, at the rate specified, and the Customs duty on copyright books, as may be necessary.

### PUBLIC LIBRARY BOOKS, SCHOOL MAPS, &c. &c.

The Chief Superintendent will add *one hundred per cent.* to any sum or sums, *not less than five dollars*, transmitted to the Department by Municipal and School Corporations, on behalf of Grammar and Common Schools; and forward Public Library Books, Prize Books, Maps, Apparatus, Charts, and Diagrams, to the value of the amount thus augmented, upon receiving a list of the articles required. In all cases it will be necessary

for any person acting on behalf of the Municipal or Trustee Corporation, to enclose or present a written authority to do so, verified by the corporate seal of the Corporation. A selection of Maps, Apparatus, Library and Prize Books, &c., to be sent, can always be made by the Department, when so desired.

☞ Catalogues and Forms of Application furnished to School authorities on their application.

FORM OF APPLICATION FOR PUBLIC LIBRARY BOOKS, MAPS,  
APPARATUS, SCHOOL PRIZE BOOKS, &c.

[Insert Post Office Address here.]

SIR,—The [Trustees, or Board of Trustees, if in Towns, &c.] of the ..... School being anxious to provide [Maps, Library Books, or Prize Books, &c.] for the Public Schools in the [Section, Town, or Village, &c.] hereby make application for the ....., &c., enumerated in the accompanying list, in terms of the Departmental Notice relating to ..... for Public Schools. The ..... selected are *bona fide* for the .....; and the CORPORATION HEREBY PLEDGES ITSELF not to give or dispose of them, nor permit them to be given or disposed of, to the teacher or to any private party, OR FOR ANY PRIVATE PURPOSE WHATSOEVER, but to apply them solely to the purposes above specified in the Schools of the ....., in terms of the Departmental Regulations granting one hundred per cent. on the present remittance. The parcel is to be sent to the ..... Station of the ..... Railway, addressed to .....

IN TESTIMONY WHEREOF, the Corporation above-named, hereto affixes its corporate seal to this application, by the hand of .....,† this ..... day of ....., 186-.

Amount remitted, \$.....

Trustees must sign their { ..... } Corporate seal to be  
own names. { ..... } placed here.

To the Chief Superintendent of Education, Toronto.

NOTE.—Before the trustees can be supplied, it will be necessary for them to have filled up, signed and sealed WITH A PROPER CORPORATE SEAL, as directed, a copy of the foregoing Form of Application. On its receipt at the Education Office, the one hundred per cent. will be added to the remittance, and the order, so far as the stock in the Depository will permit made up and despatched. Should the Trustees have no proper corporate seal, the Department will, on the receipt of \$2 additional, have one engraved and sent with the articles ordered.

\*If Library and Prize Books be ordered, in addition to Maps and Apparatus, it will be NECESSARY FOR THE TRUSTEES TO SEND NOT LESS THAN *five dollars additional* for each class of books, &c., with the proper forms of application for each class.

☞ The one hundred per cent. will not be allowed on any sum less than *five dollars*. Text books cannot be furnished on the terms mentioned above: they must be paid for in full, at the net catalogue prices.

ASSORTED PRIZE BOOKS IN PACKAGES,

Selected by the Department, for Grammar or Common Schools, from the Catalogue, in assorted packages, as follows:

Package No. 1. Books and Cards, 5cts. to 70cts each.....	\$10
" No. 2. Ditto ditto 5cts. to \$1-00 each.....	\$16
" No. 3. Ditto ditto 5cts. to \$1-25 each.....	\$20
" No. 4. Ditto ditto 10cts. to \$1-50 each.....	\$26
" No. 5. Ditto ditto 10cts. to \$1-75 each.....	\$30
" No. 6. Ditto ditto 10cts. to \$2-00 each.....	\$36
" No. 7. Ditto ditto 15cts. to \$2-25 each.....	\$40
" No. 8. Ditto ditto 15cts. to \$2-50 each.....	\$46
" No. 9. Ditto ditto 15cts. to \$2-75 each.....	\$50
" No. 10. Ditto ditto 20cts. to \$3-00 each.....	\$56
" No. 11. Ditto ditto 20cts. to \$3-25 each.....	\$60
" No. 12. Ditto ditto 20cts. to \$3-50 each.....	\$66
" No. 13. Ditto ditto 25cts. to \$3-75 each.....	\$70
" No. 14. Ditto ditto 55cts. to \$4-00 each.....	\$76

Package No. 15. Books & Cards, 25cts. to \$4-25 each.....	\$80
" No. 16. Ditto ditto 30cts. to \$4-50 each.....	\$86
" No. 17. Ditto ditto 30cts. to \$4-75 each.....	\$90
" No. 18. Ditto ditto 30cts. to \$5-00 each.....	\$96
" No. 19. Ditto ditto 35cts. to \$5-25 each.....	\$100
" No. 20. Ditto ditto 35cts. to \$5-50 each.....	\$120

☞ *Special Prizes*, in handsomely bound books, singly at from \$1.05 to \$5.50. In sets of from two to six volumes of Standard Literature, at from \$3.00 to \$10.00 per set. Also Microscopes, Drawing Instruments, Drawing Books, Classical Texts, Atlases, Dictionaries, Small Magic Lanterns, Magnets, Compasses, Cubes, Cones, Blocks, &c. &c.

\* Trustees are requested to send in their orders for prizes at as early a date as possible, so as to ensure the due despatch of their parcels in time for the examinations, and thus prevent disappointment.

LARGE MAP OF BRITISH NORTH AMERICA.

New Map of British North America, including Nova Scotia, New Brunswick, Prince Edward Island, Newfoundland, Vancouver Island, British Columbia, Red River, Swan River, Saskatchewan; a Map of Steamship Routes between Europe and America, &c. &c. 7ft. 9in. by 3ft. 9in. Constructed and just published under the supervision of the Educational Department for Upper Canada Price \$6.

PORTABLE COMPOSITION BLACKBOARD.

THIS substitute for the Blackboard is made of Canvas, covered with successive coats of Composition until it is of a sufficient thickness to be rolled up without injury. It is mounted on a portable wooden frame, 3 feet 6 inches high by 2 feet 6 inches wide. It may be obtained at the Educational Depository—Price \$2.

It possesses the following advantages over the ordinary painted blackboard:—

1. It can be removed to any part of the School-house, and is invaluable for separate classes.
2. It is not so liable to be scratched with chalk as the common blackboard.
3. When it is not required for use, it can be rolled up in a small compass, and laid aside.
4. Both sides can be used, so that two classes may be kept at work at the same time.

SCHOOL INK WELLS.

THE following INK WELLS have been manufactured in Toronto and are for sale at the Educational Depository:—

- No. 1. Plain Metal Ink Wells, with covers, per doz..... \$1 50
- No. 2. Improved Metal Non-evaporating Ink Wells, per doz.. 3 00

No. 1 is a wide-mouthed well, designed to be let into the desk. It has an iron cover to screw over the top so as to prevent the dust falling into the ink.

No. 2 consists of three pieces: A circular piece to let into the desk, and to be screwed to it; it has a rim on which the well rests; over this is placed a cap which covers the top of the well. It has a small aperture for the pen, covered with a movable lid.

It possesses the following advantages:—

1. The ink is not liable to be spilled;
2. It effectually protects the ink from dust;
3. It prevents evaporation, owing to the covers and the small size of the aperture;
4. It has facilities for cleaning, but, the cover being screwed down, does not allow the pupil to take it out at his pleasure.
5. It is not, like glass, liable to breakage.

BLACKWOOD AND THE BRITISH REVIEWS.

New Volumes of these renowned Periodicals commences in January, 1864. THEY comprise the LONDON QUARTERLY, the EDINBURGH, the NORTH BRITISH, and the WESTMINSTER REVIEWS, and BLACKWOOD'S MAGAZINE. Price for the five \$10 per annum.

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TERMS: For a single copy of the *Journal of Education*, \$1 per annum, back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must in all cases accompany the order. Single numbers, 10 cents each.

All communications to be addressed to J. GEORGE HODGINS, LL.B.,  
Education Office, Toronto.

LOVELL AND GIBSON, PRINTERS, YORK STREET, TORONTO.

\* The price of the large new Map of British North America is \$6.00.  
† The Trustees of the section; Chairman and Secretary of the Board of City, Town, or Village Trustees; Warden, Mayor or Reeve.



Mar. 22

# JOURNAL OF EDUCATION,

Upper Canada.



VOL. XVII.

TORONTO: MARCH, 1864.

No. 3.

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## RECENT EDUCATIONAL SPEECHES IN ENGLAND.

(Third Series, continued from page 19)

### V.—THE RIGHT HON. W. E. GLADSTONE, CHANCELLOR OF THE EXCHEQUER.

We take the following remarks from Mr. Gladstone's recent speech on laying the corner stone (designed to embrace a school of art, a museum and free library) of a Memorial Institute at Burslem, in Staffordshire, to be erected by the inhabitants of the Potteries in honour of their fellow-townsmen, the late JOSIAH WEDGWOOD, whose name and genius are so intimately associated with the enterprise and art manufacture of the district.

### UTILITY AND BEAUTY OF THE PRODUCTS OF INDUSTRY—DIVINE TEACHINGS AND CHRISTIAN EXAMPLES.

We may consider the products of industry with reference to their utility, or to their cheapness, or to their influence upon the condition of those who produce them, or, lastly, to their beauty; to the degree in which they associate the presentation of forms and colours agreeable to the cultivated eye with the attainment of the highest aptitude for those purposes of common life for which they are properly designed. . . . We come, now, to the last of the heads which I have named—the association of beauty with utility, each of them taken according to their largest sense, in the business of industrial production; and it is in this department, I conceive, that we are to look for the peculiar pre-eminence, I will not scruple to say the peculiar greatness, of Wedgwood. Now, do not let us suppose that when we speak of this association of beauty with convenience, we speak either of a matter which is light and fanciful, or of one which may, like some of those I have named, be left to take care of itself. Beauty is not an accident of things, it pertains to their essence; it pervades the wide range

of creation, and wherever it is impaired or banished we have in this fact the proof of the moral disorder which disturbs the world. Reject, therefore, the false philosophy of those who will ask, "What does it matter, provided a thing be useful, whether it be beautiful or not," and say in reply that we will take our lesson from Almighty God, who in His works hath shown us, and in His Word also hath told us, that "He hath made everything," not one thing or another thing, but everything "beautiful in his time." Among all the devices of creation there is not one more wonderful, whether it be the movement of the heavenly bodies, or the succession of the seasons and the years, or the adaptation of the world and its phenomena to the conditions of human life, or the structure of the eye or hand or any other part of the frame of man—not one of these is more wonderful than the profuseness with which the Mighty Maker has shed over the works of His hands an endless and boundless beauty. And to this constitution of things outward, the constitution and mind of man, deranged though they be, still answer from within. Down to the humblest condition of life, down to the lowest and most backward grade of civilization, the nature of man craves and seems as it were even to cry aloud for something, some sign or token, at the least, of what is beautiful in some of the many spheres of mind or sense. We trace the operation of this principle yet more conspicuously in a loftier region—in that instinct of natural and Christian piety which taught the early masters of the fine arts to clothe the noblest objects of our faith, and especially the idea of the sacred Person of our Lord, in the noblest forms of beauty that their minds could conceive or their hands could execute.

After referring to the efforts of the State "for nearly a quarter of a century" "to strike off the fetters of industry," and at the same time to "interpose with boldness for the protection of labour" Mr. Gladstone proceeded to regard industry in its higher relations to art and æsthetic culture as follows:

### CONTROLLING INFLUENCE OF A REFINED TASTE ON INDUSTRIAL ART.

It is difficult for human beings to harden themselves at all points against the impressions and the charm of beauty. Every form of life that can be called in any sense natural will admit them, where it has full dominion, excludes every other; it shuts out even what might be called redeeming infirmities; it blinds men to the sense of beauty as much as to the perception of justice and right. On the other hand, I do not believe it is extravagant to say that the pursuit of the element of beauty in the business of production will be found to act with a genial, chastening, and refining influence on

the commercial spirit; that up to a certain point it is in the nature of a preservative against some of the moral dangers that beset trading and manufacturing enterprise, and that we are justified in regarding it not merely as an economical benefit, not merely as contributing to our works an element of value, not merely as supplying a particular faculty of human nature with its proper food, but as a liberalizing and civilizing power, and an instrument in its own sphere of moral and social improvement.

#### STRIVING AFTER EXCELLENCE—ITS INFLUENCE ON MEN'S CHARACTERS.

We may not be able to reproduce the time of Pericles or the *cinque cento*, but yet it depends upon our own choice whether we shall or shall not have a title to claim kindred, however remotely, with them. What we are bound to is this, to take care that everything we make shall in its kind and class be as good as we can make it. When Dr. Johnson, whom Staffordshire must ever place among her most distinguished ornaments, was asked by Mr. Boswell how he had attained to his extraordinary excellence in conversation, he replied he had no other rule or system than this, that whenever he had anything to say he tried to say it in the best manner he was able. It is this perpetual striving after excellence on the one hand, or the want of such effort on the other, which, more than the original difference of gifts, contributes to bring about the differences we see in the works and characters of men. Such efforts are more rare in proportion as the object in view is higher, the reward more distant. In the application of beauty to works of utility, the reward is generally distant.

#### NATIONAL ART CHARACTERISTICS—FRANCE, ENGLAND, GREECE, ITALY.

The beautiful object will be dearer than one perfectly bare and bald, not because utility is compromised for the sake of beauty, but because there may be more manual labour, and there must be more thought in the original design.

"Pater ipse colendi  
"Haud facilem esse viam voluit."

It may be argued that, in the case, for example, of durability and solidity, that which appears cheapest at first is not cheapest in the long run. And this for two reasons. In the first place, because in the long run mankind are willing to pay a price for beauty. France is the second commercial country of the world; and her command of foreign markets seems clearly referable in a great degree to the real elegance of her productions, and to establish in the most intelligible form the principle that taste has an exchangeable value. England has long taken a lead among the nations of Europe for the cheapness of her manufactures; not so for their beauty. There are three regions given to man for the exercise of his faculties in the production of objects, or the performance of acts conducive to civilization and to the ordinary uses of life. Of these, one is the homely sphere of simple utility. Then there is, secondly, the lofty sphere of pure thought, and its ministering organs, the sphere of poetry and the highest arts. Here, again, the place of what we term utility is narrow; and the production of the beautiful; in one or other of its innumerable forms, is the supreme, if not the only object. Now, I believe it to be undeniable that in both of these spheres, widely separated as they are, the faculties of Englishmen and the distinctions of England have been of the very first order. In the power of economical production she is at the head of all the nations of the earth. If in the fine arts, in painting, for example, she must be content with a second place, yet in poetry, which ranks even higher than painting, I hope I am not misled by national feeling when I say it, she may fairly challenge all the nations of Christendom, and no one of them but Italy can as yet enter into serious competition with the land of Shakespeares. But, for one, I should admit that while thus pre-eminent in the pursuit of pure beauty on the one side, and of unmixed utility on the other, she has been far less fortunate,—indeed, for the most part, she has been decidedly behindhand, in that intermediate region, where art is brought into contact with industry, and where the pair may wed together. This is a region alike vast and diversified. Upwards it embraces architecture,—an art which affords the noblest scope for grace and grandeur, downwards, it extends to a very large proportion of the products of human industry. Utility is not to be sacrificed for beauty, but they are generally compatible, often positively helpful to each other; and it may be safely asserted, that the periods when the study of beauty has been neglected have usually been marked, not by a more successful pursuit of utility, but by a general decline in the energies of man. In Greece, the fountainhead of all instruction on these matters, the season of her highest historic splendour was also the summer of her classic poetry and art; and, in contemplating her architecture, we scarcely know whether most to admire the acme of beauty or the perfect obedience to the laws of mechanical contrivance. The arts of Italy were the offspring of her freedom, and

with its death they languished and decayed. In the particular department of industrial art, France, perhaps, of all modern nations has achieved the greatest distinction; and there is no country which has displayed, through a long course of ages, a more varied activity, or acquired a greater number of titles to renown.

#### THE INFLUENCE OF WEDGWOOD ON ENGLISH INDUSTRIAL ART.

Of imagination, fancy, taste, of the higher cultivation in all its forms, this great nation has abundance. Of industry, skill, perseverance, mechanical contrivance, it has a yet larger stock, which overflows our narrow bounds and floods the world. The one great want is to bring these two groups of qualities harmoniously together; and this was the peculiar excellence of Wedgwood; his excellence, peculiar in such a degree as to give his name a place above every other, so far as I know, in the history of British industry, and remarkable and entitled to fame even in the history of the industry of the world. We make our first introduction to Wedgwood about the year 1741, as the youngest of a family of 13 children, and was put to earn his bread at 11 years of age in the trade of his father, and in the branch of a thrower. Then comes the well-known small-pox, the settling of the drags of the disease in the lower part of the leg, and the amputation of the limb rendering him lame for life. In the wonderful ways of Providence, that disease which came to him as a twofold scourge was probably the occasion of his subsequent excellence. It sent his mind inwards; it drove him to meditate upon the laws and secrets of his art. The result was, that he arrived at a perception and a grasp of them which might perhaps have been envied, certainly have been owned by an Athenian potter. Relentless criticism has torn to pieces the old legend of King Numa receiving in a cavern from the nymph Egeria the laws that were to govern Rome. But no criticism can shake the record of that illness and mutilation of the boy Josiah Wedgwood, which made for him a cavern of his bedroom, and an oracle of his own inquiring, searching, meditative, and fruitful mind. From those early days of suffering, weary perhaps to him as they went by, but bright, surely, in the retrospect both to him and us, a mark seems at once to have been set upon his career.

#### SKETCH OF WEDGWOOD'S CHARACTER—HIS WONDERFUL ACHIEVEMENTS.

Here is a man who, in the well-chosen words of his epitaph, "converted a rude and inconsiderable manufacture into an elegant art, and an important branch of national commerce." Here is a man who, beginning as it were, from zero, and unaided by the national or Royal gifts which were found necessary to uphold the glories of Sevres, of Chelsea, and of Dresden, produced works truer, perhaps, to the inexorable laws of art than the fine fabrics that proceeded from those establishments, and scarcely less attractive to the public taste. Here is a man who found his business cooped up within a narrow valley by the want of even tolerable communications, and who, while he devoted his mind to lifting that business from meanness, ugliness, and weakness to the highest excellence of material and form, had surplus energy enough to take a leading part in great engineering works like the Grand Trunk canal from the Mersey to the Trent, which made the raw material of his industry abundant and cheap, which supplied a vent for the manufactured article, and opened for it materially a way to the outer world. Lastly, here is a man who found his country dependent upon others for its supplies of all the finer earthenware; but who, by his single strength, reversed the inclination of the scales, and scattered thickly the productions of his factory over all the breadth of the continent of Europe. In travelling from Paris to St. Petersburg, from Amsterdam to the furthest point of Sweden, from Dunkirk to the southern extremity of France, one is served at every inn from English earthenware. The same article adorns the tables of Spain, Portugal, and Italy; it provides the cargoes of ships to the East Indies, the West Indies, and America.

#### VI.—NASSAU W. SENIOR, ESQ.

##### RELATIONS OF THE STATE TO EDUCATION IN ENGLAND.

From the inaugural address of Mr. Senior, as President of the Social Science Congress Department of Education, we make the following extracts:—After a synoptic view of the different branches of education, its division into teaching and training, and these into various subdivisions, Mr. Senior proceeded to consider the classes of persons to whom education is given, with respect to their means of paying for it. These, he said, might be divided into three groups—those whose parents can afford to pay for the whole of their education; those who can afford to pay only a portion of the expense; and those who could not pay any part of it. In reference to these classes he said:—Freedom of teaching is peculiarly British. When I say that the interference of the State in the education of the higher and middle class is not absolutely necessary, I do not mean to treat it as useless. I mean merely to distinguish

the higher and middle classes from those who are unable to pay the whole or any part of the expense of a good education, and who must owe such an education wholly or partially to the care of the State, or the benevolence of individuals. The general result of the inquiries of the Royal Commissioners on popular education in England is that the whole expense of giving a good education to a child is about 30s. a year; and that little more than one third of that sum can be obtained from its parents and friends. The remainder must come from the liberality of individuals, or from the State. The manner and the extent to which the State ought to interfere in the education of the classes who are peculiarly able to procure it wholly or partially themselves is a question, or rather a collection of questions, of great difficulty. But the question how it ought to deal with the education of paupers seems at first sight to be perfectly clear. A pauper is, by the definition of the word, a person who cannot provide for his children the necessities of life. Those necessities, therefore, must be supplied to them by the State. They are the children of the state. She stands to them *loco parentis*. Is education one of those necessities? I firmly believe that you will agree with me that it is. I firmly believe that you will all agree that to starve a child's soul is as wicked as to starve its body. Far more wicked, indeed, because far more mischievous. Far more mischievous to the child, and far more mischievous to society. A child whose body has been starved to death is as if it had never existed. It is merely one human being the fewer. A child's soul cannot be starved to death, it can only be perverted. It must live a source of misery to itself and to every one else in this world. In a little work called *Suggestions on Popular Education* I had complained that under the existing law the protection of a child from ill-treatment by its parent is confined to its body; that he is allowed not merely to neglect its education, but even though a pauper—though by that supposition unable to educate it himself—to refuse to allow it to be educated by others.

#### STATE OF MIDDLE-CLASS EDUCATION IN ENGLAND.

Referring to middle-class education, Mr. Senior said that while Royal Commissions had sat on the Universities and public schools, and similar Commissions and Parliamentary committees had spent years in examining into the state of the schools of the lower orders, those of the middle classes had been completely neglected. He referred to the alleged incompetence of the teaching in these schools, and said that the first step towards a remedy for the lamentable state of things of which they had already got some evidence was to know accurately the amount and the causes of the evil. For that purpose he ventured to propose that the association petition the Crown to issue a Commission to inquire into the present state of the education of the middle classes in the British Islands, and to consider and report what measures, if any, are required for the extension of sound education to those classes. The middle classes bore the greater part of the taxation of the empire, and paid, therefore, the greater part of the public money expended on education. Would they long consent to an expenditure from which they alone received no benefit? Would the English farmer contentedly see his landlord's son educated at a richly endowed school and university, and his labourer's son educated, perhaps, still better, in a national school, while the farmer himself must put up with a far inferior school, and pay to it twenty times as much?

### RECENT EDUCATIONAL SPEECHES IN CANADA.

*Third Series, continued from page 22.*

#### VI. REV. J. J. BOGERT, M. A., LOCAL SUPERINTENDENT.

##### WHAT ARE NOT, AND WHAT ARE THE OBJECTS OF OUR SCHOOL SYSTEM.

I would ask you to take a look with me at our system of public education as provided by the existing laws, and enquire if we are not by this system of education placed under obligations for the fulfilment of certain duties, and rendered responsible to a greater or less degree for any failure in attaining the ends which it might seem to promise. If the people of this country fancy that the framers of the present system of education have relieved them of the entire trouble of educating their youth—have invented and set in motion a sort of machine which will seize upon every child within its reach, and within a given time transform a brainless dunce into a finished scholar, or convert the veriest boor into the polished gentleman, and that all they have to do is to pay the taxes, which they may consider as the fuel necessary to keep the machine in motion, and watch the very wonderful and interesting transformation—if this be their idea of education, they are certainly laboring under a gross misapprehension of its true nature, and the sooner it is dispelled the sooner shall we have an improvement in the working of the system. And here let us ask, what are the advantages which our school system seems to promise to the people

at large, who keep it in operation? To the community at large, one of such advantages is the elevation in the scale of intelligence of all those, who, without such a system, would be debarred from obtaining an education even of the most elementary character. This in itself is the sole advantage looked for from the school system by a large class of the community—by those who pay school taxes and yet send no children to be educated at the common school. These may well feel satisfied if they find that their money has been an instrument in raising the mental calibre of the mass of those amongst whom they dwell—in facilitating the interchange of opinions on subjects of which the uneducated can have but very limited or very imperfect ideas—in banishing from their midst that prejudice and narrow-mindedness which are the almost inseparable companions of ignorance, and the curse of many a society—and in fine in raising their fellow-citizens to such a position that in an honest pride they may challenge the attention of all around them, and declare what their own position has verified, that

"He is a freeman whom the truth makes free,  
And all are slaves beside."

But there is a large class of the community who look for other and more direct advantages. I allude to those parents, guardians, and others who have children to educate. The additional advantages which they look for are the means of obtaining for their children a good, sound, plain education—a thorough instruction in the ordinary branches of learning, and, in a word, such a store of learning as will fit them for entering any of the common avocations of life; or, should their inclination and their circumstances permit, for ascending another flight of steps in the Temple of learning. Such I conceive to be the advantages looked for in this system of education now under our consideration.

[Mr. Bogert proceeds to criticise the manners and conduct of the pupils of the common schools, as well as the nature and value of the elementary knowledge imparted to the pupils in the schools. He then refers to those whom the community hold responsible for the defects in our school system as follows:]

#### DIFFICULTIES OF LOCAL SUPERINTENDENTS AND TRUSTEES.

Now who is to blame for the defects already alluded to? I fancy I hear some one replying to my question, 'The fault lies with the local superintendent—it is his duty to see that all is going on well—that their teachers are competent for their duties, and that they perform them.' I am ready to admit the statement in part—nay, I am ready to admit that if the local superintendent neglect his duties, much evil may arise; but I cannot allow that all or the chief blame is to be attributed to him. If the defects we have spoken of arose solely from incompetency or neglect of the teacher—if the superintendent were always in the position to give a correct judgment concerning such incompetency or neglect, then of course he would be the one most deserving of blame; but I cannot admit either supposition. We turn to those who state that they consider the fault lies in the trustees. I suppose the trustees will all readily admit, as I did on behalf of the local superintendents, that if they neglect their duty, much of the blame would rest upon them. But even in those places where the trustees evidently take an interest in the management of the schools, giving an evidence thereof by their regular attendance at the meetings of the Board and by their frequent visits to the schools, you may still hear great complaints against them and often on totally different counts. In one place you may hear Mr. A. complaining that although the schools are called common, still, the trustees, by the high fees which they have imposed, have made the schools far too select, to the exclusion of the poorer classes. In another place Mr. B. complains, that since the trustees have made the school free (or the fees so low, as the case may be) the rooms have become packed with the riff raff of the place, and that it is utterly impossible for the teacher to pay proper attention to all the children. In another place Mr. C. finds fault with the trustees for giving such a high salary to one teacher, instead of dividing it amongst two or more. In another, Mr. D. declares it is disgraceful for the trustees to retain those two or three inferior teachers, when one good one would do so much better. Then Mr. E. cries out for better buildings, and Mr. F. cries out extravagance. Mr. G. says the trustees know nothing and I daresay we might find the Mr. H. whose complaint would be that they knew too much. I cannot undertake to look into all these charges, and enquire how far the respective trustees are blameworthy—I would rather reply to them in a general way. The great object of our school system is, to bring a liberal education within the reach of all, so that even the poorest can derive benefit from it, should he think fit. This, too, should be the great object of the trustees—avoiding extravagance on the one hand, lest the maintenance of schools be looked upon as a grievous burden; and a too strict parsimony on the other, lest you thereby entirely defeat the object in view. If these things were borne in mind by the

trustees, and acted upon, they would have little for which to blame themselves; for did they err at all, it would be only in matters of detail; they could only be guilty of errors of judgment.

#### THE NECESSITY AND IMPORTANCE OF GOOD SCHOOL-ROOMS.

After commending the school trustees of Napanee for erecting good school-houses and for making their schools free to all classes of the community Mr. Bogert says:—Some people seem to think that all that is necessary for the education of children is a good master, books, maps, and other material, and sitting room. A nice, airy, cheerful room, they will tell you, is all very well, if it can be easily obtained, but certainly not one of the requisites. Let me ask such persons to look back to the time of their own school days, and if it was their lot to be penned up in a close, dingy room, perhaps they will remember being overcome at times with a drowsiness, which in spite of their just remonstrances cost them a verbal, if not a more touching correction from their teacher. Perhaps they will remember those stupefying headaches, which unfitted them for the time for the acquisition of knowledge. But perhaps they have forgotten these things; then I would only ask them to spend a few hours with the children in the school-room of this village, and I shall be surprised if at the end of that time they do not wonder that the children get on as well as they do. Medical men will tell you that the soundness of the mind depends, to a great extent, upon the health of the body, and that for the latter good ventilation and plenty of light are requisite. And remember, it is not the children alone that suffer in such cases as we have been speaking of, but the teachers as well: and if no higher motive, surely the improvement of your children, which must depend to a certain extent upon the condition of the teacher's mind, should make that a matter of importance to you. The steps then which the Trustees have taken towards providing suitable buildings for our schools are worthy of the commendation of all—an object which will be a boon not only to teachers and children, but also to the people at large: nay, more, for if in the proposed buildings some little consideration be paid to appearances, the village itself will be adorned; the architectural taste of the people at large, and especially of the children, will be improved, and these latter will have an additional evidence of the interest which is taken in them by their elders, and an additional inducement to profit by the benefits which are conferred upon them.

#### DIFFICULTIES AGAINST WHICH SCHOOL TEACHERS HAVE TO CONTEND.

Listen to that very numerous class who tell us that the reason why the children do not make more progress is, simply because their teachers are incompetent, or negligent, or both. I believe that they who take this view form a very numerous class. I believe that a great many persons, when they find that their children do not progress as rapidly as they had hoped or expected, at once satisfy themselves that the fault lies in the teacher. And it is to a great extent because the class is so large that my sympathies for the teacher are so great. Of course I readily admit that if a teacher is incompetent or negligent, i. e., if he cannot or will not teach, the children's education must be impeded; at the same time I deny that if the children do not progress, therefore the fault lies entirely with the teacher. If the children all possessed good capacities for learning, and if they received all the out-of-school assistance (if I may so call it) which they ought, and none of the out-of-school hindrances, and still they did not progress, then I might agree with you in blaming the teacher. But how seldom is the child so circumstanced! There is still another condition over which the teacher has no control, and which may materially affect the progress of the children: and that is the excessive number of scholars. This people are apt to forget; they do not consider that all minds are not similarly constituted, and that the form in which instruction is conveyed must be adapted to these several minds. They do not consider the great difference which exists in the temperaments of different children, and that different methods must be made use of in governing them. If people did consider these things they could not fail to perceive that the greater the number of children under a master's care, the more difficult must be the task of training their minds, both intellectually and morally. Surely then we should not be too hasty in blaming the teacher as the sole or even chief cause of backwardness in the children under him. We should be more inclined to bear in mind the course of preparation which he must undergo before he can be declared competent for the discharge of his duties—the time and money which he must spend in acquiring the necessary qualifications—the nature of his work—the great trial of patience which it necessitates—and all the difficulties which daily beset him, and to which I have already alluded; all these things we should bear in mind, and then I think the cases will not be many in which the teacher will be found more worthy of our blame than of our sympathy.

#### PRACTICAL SUGGESTIONS TO TEACHERS ON WHAT THEY TEACH.

I would now add a few remarks directed to school teachers and to those who propose becoming such, in the shape of warnings against some mistakes into which they are liable to fall. And first, with reference to *what they teach*. There is a great danger of teacher's paying particular attention to the higher and more ornamental branches of education, to the neglect of the more ordinary and necessary branches. And indeed, when we look into the matter, we can scarcely blame those that fall into this error. When we consider the great competition which exists in this profession—when we consider, as we do with regret, that the question whether a person is to be a teacher in a certain school or not, often depends upon the amount of outward display he can make, and the greatness of his pretensions—when we consider that this desire to teach the higher branches on the part of the teacher, is very frequently seconded by the desire of the parents that these subjects should have the especial attention of their children—and when we consider that such parents generally measure the progress of their children by the number of ologies and onomies which they pretend to be learning—when we consider all these things, we feel inclined to make some allowances for those teachers who commit so great a fault. I call it a fault, and I do so, because I think that it defeats the object, or one of the great objects of education. Were we to put the question—what are the chief objects of an ordinary education?—a very large proportion of the community would be satisfied with giving some such answer as this: the chief object of education is the granting information on the various branches of learning which it comprises.—In other words they look upon the minds of those to be educated as so many store-houses to be filled, or *crammed* if possible, with facts already ascertained. But this is a great mistake, this is not the chief object of education. The mind must not be considered solely or chiefly as a store-house, but rather as a factory. Its owner must be taught the uses of the machinery, if I may so express myself, with which it has been furnished by our Great Creator; the mind must be taught not only to store away the facts which are the works of the minds of others, but also, and more especially, to create facts for itself. In other words, it must be taught not only to remember, but also to think: and this latter should be the great object of education.

#### FURTHER SUGGESTIONS TO TEACHERS ON THEIR MANNER OF TEACHING.

And now with reference to the *manner of teaching* I shall not attempt to go into this subject to any extent, merely warning teachers against an error into which some seem to fall, the error of neglecting the senses as means by which to reach the mind, and, on the contrary, endeavouring to cram what they would teach directly into the memory, and perhaps to force it home by the blows of a cow-hide, neglecting the warning of Dr. Temple, 'not to forget wisdom in teaching knowledge.' But I dare say I can best convey my meaning by the following story, slightly altered from the original:—"Some years ago," says Dr. Brown, of Edinburgh, "I was in one of the wildest recesses of the Perthshire highlands. It was in autumn, and the little school supported mainly by the chief, who dwelt all the year round in the midst of his own people, was to be examined by a sort of School Superintendent whose native tongue was Gaelic, and who was as awkward and ineffectual, and sometimes as unconsciously indecorous, in the English, as a Cockney is in his kilt. It was a great occasion: the keen eyed, firm-limbed, brown cheeked little fellows were all in a buzz of excitement as we came in, and before the examination began every eye was looking at us strangers, as a dog looks at his game or when seeking it. They knew everything we had on, every thing that could be known *through their senses*. Well then the work of the day began, the mill was set a going, and what a change! In an instant their eyes were like the windows of a house with the blinds down; no one was looking out; everything blank; their very features changed; their jaws fell; their cheeks flattened; they drooped and looked ill at ease, stupid, drowsy, sulky—and getting them to speak, or think, or in any way to energize, was like getting any one to come to the window at three of a summer's morning, when if they do come, they are half awake, rubbing their eyes and growling. So with my little Celts. They were like an idle and half asleep collie by the fireside, as contrasted with the collie on the hill and in the joy of work. I noticed that any thing they really knew roused them somewhat; what they had merely to transmit or pass along as if they were a tube through which the master blew the pea of knowledge into our faces, was performed as stolidly as if they were nothing but a tube. At last the teacher asked where Sheffield was, and was answered. It was then pointed to by the dux, as a dot on a skeleton map. And now came a flourish, What is Sheffield famous for?—Blank stupor, hopeless vacuity, till he came to a sort of sprouting Dougal Cratur—almost as wee, and as glegg, and as towsy about the head as my own kintail terrier—who was trembling with keenness; he shouted out something which was

more like 'cutlery' than anything else, and was received as such amid our rapturous applause. I then ventured to ask the master to ask small and red Dougal what cutlery was; but from his blushes I twigged at once that he didn't know himself what it was. So I put the question myself, and was not surprised to find that not one of them, from Dougal up, knew what it was. I told them that Sheffield was famous for making knives and scissors and razors, and that cutlery meant the manufacture of anything that cuts. Presto! and the blunds were all up, and eagerness, and nous and brains at the window. I happened to have a Wharcliffe with 'Rogers & Sons, Sheffield,' on the blade. I sent it round and finally presented it to the enraptured Dougal. Wouldn't each of those boys, the veriest booby there, know that knife again when he saw it, and be able to pass a good examination on it? And wouldn't they remember cutlery—for a day or two! Well, the examination over, the superintendent performed an oration of much ambition and difficulty to himself and to us; and concluded with thanking the Chief, as well he might, for his generous support of 'this axient cemetery of odication.' Cemetery indeed! the blind leading the blind with the usual result."

**A GRAVE RESPONSIBILITY RESTS UPON PARENTS IN THIS MATTER.**

Who then is to blame if the children of this country do not improve under our school system as we might expect? Let me endeavour to answer. I say that the blame need not be laid upon local superintendents, trustees or teachers; and for this reason, that there is another class or the community, intimately connected with the children, who have it in their power to exercise a very great influence over them. I allude to parents and guardians; and I have no hesitation in saying that they themselves must be prepared to bear a large proportion of the blame in question, unless they can give favourable replies to the following questions. Do you endeavour, so far as you can, to second the efforts of those more directly connected with the school to educate your children? Do you look after your children as closely as you ought, at such times as they are without the immediate supervision of the school teacher? Are you careful to make them perform such duties as are imposed upon them by the teacher, when they are at home—such as a preparation of their lessons for their next attendance at school? Do you invariably uphold the authority of the master, when exercised lawfully? Do you never nullify his teachings by the example which you set? Do you make a point of encouraging the children by giving evidences of the interest which you take in their education? These are questions which every parent or guardian ought to be able to answer satisfactorily, before he lays the blame upon the shoulders of others. I might go one step farther and show that any member of the community—although he be not a parent or guardian—may retard the progress of the children living about him. To do this, I should only have to prove the existence of connecting links between all the members of a community (which, indeed, no thoughtful person would ever deny) and consequently of the powerful influence which each can exercise therein, either for good or for evil. Time, however, prevents our giving any lengthened proof of this, did it require it. The object of this lecture has been to show that all of us are more or less to blame for whatever defects we may find in the efficiency of our schools. But we must not rest satisfied with this; our work has but begun when we have discovered where lies the fault. To find out the seat of the disease, is an all-important point for him who would work a cure; but if the cure be not effected this discovery is worthless. Let us then, one and all, endeavour to do our respective parts in the great work of educating our children. It is a work worthy of the consideration of the highest intellect—worthy of no small proportion of the time and talents of us all. To the moral improvement of mankind, as an object for our attainment, we must undoubtedly give the highest place; but after it, what object can the philanthropist or patriot prefer to the culture of their minds? When we consider that the children of to-day are bye and bye to be the men of Canada, and to occupy the positions which we do now, we must look upon their education as the pen in God's hand which is writing our country's future history. Let then their education, moral and intellectual, be such as it ought to be, and we can listen with unconcern to the speculations or forebodings, in which some indulge, with reference to our future. To us it cannot be else than bright; for it will be the future of a people highly blessed, and using its blessings under the direction of reason and of God.

**THE FRUIT OF SIN.**—What is the fruit of sin? Sometimes it brings honour and fame, as it did to the prophet Balaam; sometimes it bears a wedge of gold, as it did for Achan; at other times it produces purple and fine linen, as it did to Dives. Do you say, then, "I will sin?" Stop! It bears another fruit besides. **DEATH.** Do not forget! if you will sin, you must die the second death.

## II. Papers on Reformatories and Crime.

### 1. REFORMATORY PRISON SCHOOLS OF CANADA.

#### 1. THE REFORMATORY AT ST. VINCENT DE PAUL, LOWER CANADA.

(Extract from the Report of the Inspectors for 1862.)

As a proof of the moral condition of the institution, and of the reformatory influence which it exercises on juvenile offenders in general, the Inspectors have ascertained with much pleasure that many young persons who entered the Institution with very unhappy antecedents, left it completely changed, and became useful members of society. The Warden, in his report, hereto annexed, cites a touching illustration of this, well known to the Inspectors as well as to the public in the neighbourhood.\*

A fact trifling in itself, but at the same time highly significant, occurred during the last year. In the centre of the boys' play ground is an apple tree, which in the season became covered with fruit. The Warden forbade the boys to touch the fruit, and even to gather any which might be blown down by the wind; wishing to make proof of the effect of his discipline, he allowed them to be under the impression that he wished to reserve the fruit for his own family. During the whole time of this prolonged trial, not one of the boys succumbed to temptation; the apples grew, ripened, and were gathered without the slightest infraction of the orders of the Warden having come to his knowledge. It is needless to add that the apples were afterwards given to the young prisoners, in different shapes, accompanied by the praises which such exemplary conduct merited.

A circumstance like the above proves at one and the same time the intelligence of the mind which could take advantage of such trivial matters, and the importance of the results to be obtained by means of a strict discipline paternally administered.

The judicial authorities have also shewn their marked confidence in this institution by the large and increasing number of young delinquents they have sentenced to the Reformatory of St. Vincent de Paul during the last year.

#### 2. THE REFORMATORY AT PENETANGUISHENE, UPPER CANADA.

The state of discipline, the religious education and secular instruction, and the sanitary condition continue to present the most cheering aspect. The Warden relates with feelings of pleasure, honorable to a man entrusted with the direction of an institution of this kind, the story of a young man who had been an inmate of the Reformatory, and who, on being enlarged, had entered the army, and in a few months, by his good conduct, had earned his corporal's stripes. This young man had so far gained the confidence of his superiors as to have obtained leave of absence. He spent his leave at Penetanguishene, revisiting the institution which had been the means of snatching him from a life of shame and misfortune.

The Board here takes the opportunity of calling to mind the recommendation made by them last year to introduce into the Reformatory prisons a system of military drill. The young man just mentioned doubtless owed his rapid promotion in the army, to a certain extent, to the military instruction he had acquired at Penetanguishene.

The works of the new prison which is being built at Penetanguishene, on a splendid site, have been vigorously pushed forward with considerable care, as far as the grant of last year would permit. There is great need to bring these works to a speedy conclusion, for space is wanting for many important purposes. The buildings are being conducted with all the economy compatible with solidity and durability. The young prisoners themselves do a great portion of the work which is ordinarily done by machinery; they do, besides, all the excavation and quarrying, and a portion of the transport required. They manufacture all the bricks for the buildings, under the direction of a competent workman.

It will be seen, on reference to the third column of the tables relating to Common Gaols, that in the course of the year 1862, no less than 438 young persons, under the age of 16 years, were inmates of the common gaols, otherwise *schools of vice*, while the two *Reformatory Schools* had only 194 young offenders within their walls during the same period.

\* A youthful convict, who had undergone his sentence of seven years' detention, three years and some months in the Provincial Penitentiary, and the remainder of his term in the house, was entirely changed, and so remarkable for his good conduct after his release, that he obtained in marriage, very recently, the hand of a young person of virtuous character and most respectable family, and as before, so after marriage, his excellent conduct and his assiduity and exactness in the fulfilment of his duties as a christian and a citizen, have gained him the esteem and respect of the inhabitants of the parish in which he has resided since his liberation.



If private benevolence would come to the rescue, and found Houses of Refuge for a sufficiently large number of poor children, who are brought up in the street, and in miserable hovels, and if the Government would furnish accommodation in our Reformatories for all the young persons that the law takes cognizance of, we shall have cut off in a great measure the most prolific source of crime in the midst of our population. But it is impossible to do all the good which we should desire, and all things considered we have no reason to be dissatisfied with the amount of good which our two Provincial Reformatories have already effected, or to imagine that the money expended on them has been unprofitably employed.

There is a question which the Inspectors have already discussed, but which they think it right again to revert to; a question which the Wardens of both Reformatories have also mooted: that is, as to the length of imprisonment for young offenders. Imprisonments of too short a duration are of no use, because it requires time to effect a change of the heart and habits, and thoroughly to learn any trade. All writers appear now agreed in recommending that no person should be sent to a Reformatory for less than three years, and the Inspectors are decidedly of opinion that this should be the minimum sentence. If the sentence is longer, so much the better for the boy.

## 2. CRIME IN TORONTO DURING 1863.

*Number of Arrests.*—The number of arrests made by the police during the year 1863 was 4,124 against 4,544 made during 1862, thus showing a decrease of 420. Of these, 2,787 were males; and 1,337 were females, showing a remarkable decrease in crime, there having been 420 fewer arrests made in 1863 than in 1862.

*Ages of Offenders.*—The following are the ages of the offenders from ten years upwards:—From 10 to 15 years, 89 males and 5 females; from 15 to 20, 47 males and 2 females; from 20 to 30, 994 males and 536 females; 30 to 40, 800 males and 408 females; 40 to 50, 540 males and 230 females; 50 to 60, 234 males and 97 females; 60 to 70, 70 males and 21 females; 70 to 80, 9 males and 1 female; 80 to 90, 4 males; 90 to 100, 1 male. Total, 4,124.

*Native Countries.*—Ireland, 1,424 males and 998 females; Canada, 469 males and 113 females; England, 422 males and 126 females; Scotland, 172 males and 46 females; America, 73 males and 24 females; Germany, 32 males; Negroes, 69 males and 29 females; other countries, 8 males.

### TORONTO GAOL ANNUAL STATISTICS.

The following statements shew the number of prisoners committed to the Gaol of the United Counties of York and Peel during the year 1863, from both the counties and the city:—

*Counties*—felons, males, 54; females, 8; misdemeanants, males, 55; females, 56; total males, 110; do. females, 63. *City*—felons, males, 184; do. females, 58; misdemeanants, males, 672; do. females 874; total males, 856; do. females, 932. The total number of prisoners of both sexes from the county and city in 1863 was 1,961, showing a decrease of 120 prisoners compared with 1862.

*Native Countries.*—The native countries of the prisoners were:—England, males 175, females 74—total 249; Ireland, males 465, females, 703—total 1,168; Scotland, males 62, females 35—total 97; Canada West, males 155, females 93—total 248; Canada East, males 33, females 38—total 71; United States, males 66, females 40—total 106; Germany, males 7; other countries, males 9, females 12—total 21.

*Trades and Occupations.*—Almost all trades were represented, and even the higher professions and that of teaching did not escape:—Architects, 1; agents, 2; blacksmiths, 13; boiler-makers, 1; butchers, 7; brickmakers, 5; basket makers, 1; bookkeepers, 1; bakers, 4; clerks, 21; cabmen, 5; carpenters, 37; cabinet makers, 1; chair makers, 2; coach makers, 2; cigar makers, 1; carriage trimmers, 2; contractors, 2; coopers, 1; carters, 4; confectioners, 1; chandlers, 4; dyers, 3; drill-masters, 2; engineers, 2; engine drivers, 2; farmers, 13; fullers and carvers, 1; fishermen, 1; gas-fitters, 1; gardeners, 2; law students, 2; masons, 7; merchants, 5; machinists, 3; musicians, 2; marble polishers, 1; moulders, 9; millers, 1; medical students, 1; ostlers, 1; pedlars, 8; paper stainers, 1; plumbers, 1; plasterers, 7; printers, 19; rope makers, 1; painters, 12; sawyers, 2; slaters, 1; surgeons, 1; storekeepers, 4; shoemakers, 38; stonecutters, 3; sailors, 23; soldiers, 38; lawyers, 1; tinsmiths, 10; tailors, 31; teachers, 7; toll-gate keepers, 1; umbrella makers, 1; waggon makers, 1; wood carvers, 1; weavers, 4; watchmakers, 3.

*Ages of Prisoners.*—Number of males 16 years and under, 82; females do., 47; from 16 to 20, males, 109; females do., 105; from 20 to 30, males, 324; females do., 432; from 30 to 40, males, 224; females do., 249; above 40, males, 227; females, 162.

*State of Education.*—272 males and 426 females could neither read nor write; 119 males and 273 females could read only; 518

males and 295 females could read and write imperfectly; 57 males and 1 female could read and write well.

*Intemperance.*—As usual, the vast majority of the offenders were of intemperate habits; the females, however, in this instance, far outnumbered the males. Out of the whole number committed, there were 533 males and 829 females of intemperate habits.

## 3. REFORMATORY AND INDUSTRIAL SCHOOLS.

Mr. Sydney Turner, Her Majesty's Inspector, reports that the number of young offenders in the 65 reformatory schools of Great Britain was 4,536 at the end of 1862. 3,582 were boys, and 954 girls; 3,533 Protestants, and 1,003 Roman Catholics. The average cost per head in England for maintenance, management, and industrial training (not including building expenses or rent), was £19 19s. 3d. for boys, and £18 16s. 5d. for girls. The total expenditure of the reformatories exceeded the Treasury allowance of 6s. a week, or £15 12s. a year, by upwards of £20,000; one-third of this was contributed from the rates, and £12,000 from voluntary subscriptions. The parents' payments amounted to £2,564; magistrates, from a mistaken feeling of compassion for the parents, or a fear of ultimately bringing them on the parish rates, excuse many who certainly ought to pay. It is satisfactory to find a marked decrease, in last year's criminal returns, in the number of offenders under 16 years of age, and it may fairly be regarded as showing that these schools have had remarkable success. This conclusion is confirmed by the returns of prisoners recognized or traced as having been in a reformatory school. They amounted in England last year to about 5 per cent. for the Protestant schools, and 10 per cent. for the Roman Catholic; but considering that many have escaped recognition, or relapsed into vice or crime, but have not been committed within the year, this percentage of relapses may fairly be trebled. These figures are substantially confirmed by the returns made by reformatories of the character and circumstances of their discharged inmates, and justify the conclusion drawn in former reports, that the average of reformations effected by reformatories is about 75 per cent. Encouraging as this is, Mr. Turner feels assured that with long sentences, efficient training, and a conditional release under a ticket of leave, the conditions of which are carefully enforced, the number of relapses may be greatly lessened. The discharges for the year amounted to 1,160, of whom 131 emigrated. The deaths were 11 in the English Protestant schools and 10 in the Scotch, on average populations of 2,676 and 690; and 12 in English Catholic schools and 5 in Scotch, on average populations of 664 and 247. The superior healthfulness of the English Protestant schools is ascribed to the cheerful, active tone of the schools. At the Mount St. Bernard's Catholic Reformatory, the arrangements which it was thought had secured a better and more independent management, were reversed, and it has been put under suspension until placed on a better footing. The school would have been closed but for the interposition of Cardinal Wiseman, who informed Mr. Turner that he had obtained powers from Rome to settle the reformatory on a more satisfactory footing, and that he wished, if possible, to keep it in action; but this solution of the question has proved more difficult than was anticipated. In the meantime the admission of fresh cases was prohibited, and the number of inmates reduced as far as practicable. It is thought the proportion of relapses after discharge must have been at least 50 per cent. Mr. Turner attributes this lamentable result partly to defective discipline and inefficient training, and partly to carelessness in discharging; it is in the disposal of the inmates that all reformatories are most tried. With respect to industrial schools certified under the Act of 1861, the Inspector has little to report. There were in them at the close of 1862, 641 boys and 308 girls. Of the children admitted in the course of the year, 194 had lost father or mother, 29 both, 57 were deserted, and the parents of 25 others were in gaol. These figures show the importance of the Act of Parliament which authorizes the magistrates to interfere for the rescue of such children. The application of the Act, however, advances very gradually. All the commitments of Protestant girls to school in and about London amounted to only seven in the course of the year. To the Middlesex county industrial school at Feltham are committed lads convicted of housebreaking, and who have been repeatedly in prison—an association full of peril to the merely vagrant and disorderly class, the industrial school cases proper.—*English Journal of Education.*

## 4. CERTIFIED REFORMATORY AND INDUSTRIAL SCHOOLS OF GREAT BRITAIN (1863).

1. REFORMATORY SCHOOLS.—The number of reformatory schools in Great Britain on 31st December 1862 was 65, viz.:—England, boys 36, girls 16; Scotland, boys 6, girls 5; and for both boys and girls, 2; the buildings being arranged in these for the separate ac-



commodation and instruction of each sex. The number of young offenders under detention in these institutions on the 31st December 1862 was 4536, of whom 242 were on license and 17 in prison, leaving 4266 actually in the schools.

The numbers under detention and newly admitted during the last five years are as follow :—

Years.	Under Detention.	New Admissions.
1858 .....	2797 .....	988 .....
1859 .....	3261 .....	1285 .....
1860 .....	3843 .....	1466 .....
1861 .....	4337 .....	1545 .....
1862 .....	4536 .....	1338 .....

It is a matter of great satisfaction that the returns for the year 1862 (made up as usual for the twelve months ending September 30), show a marked decrease in the number of offenders under sixteen years of age, as compared with the year previous,—the total for both sexes being less by 451. The following are the numbers returned for the five years ending September 30, 1862, for England and Wales, of both juvenile and adult commitments :—

Years.	Under Sixteen Years of Age.	Above Sixteen Years of Age.
1858 .....	10,829 .....	107,833 .....
1859 .....	8,913 .....	98,159 .....
1860 .....	8,029 .....	92,585 .....
1861 .....	8,801 .....	103,343 .....
1862 .....	8,349 .....	117,126 .....

In Scotland the returns (made up to the end of June in each year and for offenders of both sexes) show similar results :—

Years.	Offenders under Sixteen.	Offenders above Sixteen.
1858 .....	1,228 .....	16,782 .....
1859 .....	1,230 .....	18,883 .....
1860 .....	1,062 .....	18,218 .....
1861 .....	1,212 .....	17,366 .....
1862 .....	1,120 .....	18,581 .....

The contrast shown by these figures between an increase of above 15,000 in the adult, and a decrease of above 500 in the juvenile classes of criminals is very remarkable, and may fairly be referred to by the promoters of reformatory schools, as showing that the preventive agency which they have brought to bear upon the younger descriptions of offenders has been followed by a remarkable success.

The same favourable conclusion as to the soundness and success of the reformatory system may be drawn from the returns as to the number of prisoners during the year who were recognized or traced as having been in a reformatory school.

The figures show that the re-convictions for *English* reformatories amounted to nearly 5 per cent. on the number discharged from Protestant schools, to 11 per cent. for those from Catholic girls, and to 18 per cent. for those from Catholic boys' schools. The percentage of re-convictions for the *Scotch* reformatories appears to be—for Protestant boys nearly 6 per cent., for Protestant girls 5 per cent.; for Catholic boys 15 per cent., and for Catholic girls 54 per cent.

A long sentence, an efficient and religious master, industrial training, and a conditional release under a ticket-of-leave, whose conditions are carefully enforced, lie at the foundation of the success which our best reformatory schools have attained; and in proportion as all these four conditions are observed, this success may be expected to be more decided, and the benefits conferred by the reformatory system more general and lasting.

The whole number of admissions for Great Britain was 1338; of these, 275 were children under 12, and 781, or about 5-9ths of the whole, were sent on a first commitment.

The total receipts and expenditure on account of reformatory schools for the year 1862 were as follows :—

The total expenditure for the year was .....	£92,396 12 8
The receipts were—	
Treasury payments for maintenance, .....	£68,140 14 1
Parents' payments through Inspector, .....	2,564 9 1
Subscriptions, legacies, etc., .....	11,260 13 9
Contributions from rates, .....	7,055 17 6
Voluntary Association contributions, .....	
and payments for voluntary inmates .....	798 5 7
Sundries, .....	2083 17 6
Total, .....	£91,803 17 6

The average cost per head in English reformatories was, for boys, £19, 19s. 3d.; for girls, £18, 16s. 5d. It must be remarked that the "cost per head" includes only the expenses of maintenance and management and industrial training. Rent of school premises and expenses for outfit, passage to colonies, etc., on disposal are taken separately. The total expenditure of the reformatories exceeded the amount of the Treasury allowance, which is now fixed at 6s. per week, or £15, 12s. per annum, by upwards of £20,000. Of this, one-third, or about £7000, was contributed from the rates, and £12,000 from voluntary subscriptions.

The "parents' payments" have been necessarily affected by the diminished employment, and consequent distress, of a large proportion of our manufacturing population. They amounted for 1862 to £2364, 9s. 1d., (the amount for 1861 being £2428 12s. 8d.)

2. CERTIFIED INDUSTRIAL SCHOOLS.—The total number of schools of this class certified in Great Britain is 45, viz., England 25, and in Scotland 20. The number of children under magistrates' order increased during the year from 297 boys and 183 girls on December 31, 1861, to 641 boys and 308 girls on December 31, 1862. Of the 420 boys and 171 girls admitted during the year, 18 were under 7, and 69 between 7 and 9 years of age. The particulars of the circumstances of the children admitted as to parentage and family, very strongly illustrate the value of the Act which authorizes the magistrate to interfere for their rescue. Twelve were illegitimate; 57 deserted; 29 were wholly orphans; 194 had lost either father or mother; the parents of 25 others were in gaol, under sentence of imprisonment. To protect and train to industry such children must be at once a duty and an advantage.

The amount contributed by parents and parochial authorities towards the maintenance of the children under detention was £1061, 16s. 8d.—*The Museum*.

### 5. VICIOUS CHILDREN.

A recent report of the State Reform School of Wisconsin, (like all reports from kindred institutions), reveals the intimate connection between vice in the children, and sin or sinful neglect in the parents; and yet, it is strange how much more freely labour and money is expended to correct the child than to better his home. Of seventy-two inmates, whose age average twelve years, nearly one-fourth have an intemperate father or mother or both. One-half have been confirmed truants. More than half have been addicted to lying and stealing, and nearly half to profane speech. More than one-fourth have been without regular employment—have been previously arrested for crime, and are in the habitual use of tobacco and strong drink!

No person who is at all familiar with the dwelling places from which most of our reformatory inmates come, can fail to be impressed with the unfavourableness of the soil to the production of any other fruit. Here and there we find an instance of great poverty coupled with cleanliness of person and abode. Mean as the furniture is, it is whole and tidy. Comfortless as the room is, there is a place for everything, and everything is in its place. Poor as the fare is, it is prepared with neatness, and order and propriety are observed in partaking of it. The influence of all this is wonderfully efficient in moulding even the moral character of the children.

In most of these dwellings, confusion, disorder, and dirt, are the reigning powers. Continual brawls, mutual upbraidings, with intermingled oaths and curses, are the prevailing sights and sounds. And it seems all but a miracle that any of the tenants, old or young, keep what wits they have, to say nothing of the loss of all natural sense of modesty and propriety, and the exclusion of every religious and moral influence.

It is here, in the very focus of corrupting and debasing influences, that the true work of reformers lies. Whatever can be done to make this human habitation cleaner, tidier, healthier, will aid marvellously in its moral and spiritual improvement.

But how shall we find our way, with acceptance, into these abodes of foul air and squalid misery? Let a little child lead us there. He has come out shoeless and bareheaded into the cheerful sunlight. Speak kindly to him. If you have opportunity teach him something about that

God who makes the sun to know  
His proper hour to rise,  
And to give light to all below,  
Doth send him round the skies.

And when he goes back go with him. You cannot have a better introduction. Perhaps they may think you are a police officer, and that you have arrested the little vagrant. It will please them to find that you are his and their friend, and that you would fain make them better, that they may be happier. You may succeed in persuading them to send one or more of their little group to a Sunday school, if a good one is near, and if you bring such a family into connection with a faithful teacher, who understands and is willing to do the appropriate work of a teacher, you have opened a channel through which untold blessings may flow to that dreary and desolate home.—*Sunday School World*.

### 6. GENERAL CONDITIONS ESSENTIAL TO THE REPRESSION AND PUNISHMENT OF CRIME.

In his inaugural address before the recent Social Science Congress in Edinburgh Lord Neaves laid down the following as the general conditions to be observed as to the repression of crime in

connexion with its punishment:—1. To make it less easy of commission; 2. To make its detection more sure and rapid; 3. To carry off as early as possible those who are becoming professional or habitual thieves, and deal with them before they are confirmed in their habits; 4. To have long periods of penal servitude, with the arrangements for conditional remission to be earned by industrious habits; 5. To make confinement while it lasts a state of privation and hardship, so far as sanitary considerations will allow; 6. To establish an intermediate prison, with a state of transition from confinement to freedom; 7. To keep up the superintendence of the police upon those obtaining remissions, and to have an eye upon all old offenders; 8. To provide ultimately some classified means of confinement and employment for those upon whom all the measures of a reformatory kind have been tried in vain. With regard to the repression of crime, apart from its punishment, Lord Neaves said,—"While it is the right and duty of society both to punish crime and to prevent the violation of public decency and good order, the attempt to carry compulsion into the private lives of men is not a legitimate or useful exercise of power. There can be no virtue without freedom. To repress merely certain forms or outward manifestations of vice is of little avail if the characters of men are not intrinsically purified and exalted. It does no good to dam up the stream if the fountain is still flowing. The waters will only bear down the interposed barrier, or spread their mischievous influence in other directions, perhaps more fatal than the existing channel."

### 7. LAUGHTER AS A SOCIAL AGENT.

Lord Neaves, in a recent address in England, on "Punishment and Reformation," thus referred to the great value of laughter as a social agent: he said, "The best way of weaning men from intemperance is by counter-agents, by education, by good food and ventilation, by the establishment of well regulated clubs and institutions to be conducted by the working men themselves, by free access to parks and public places, by exhibitions and museums, by good available libraries, and by entertainments and rational diversions in the widest as well as the best sense of the word. Useful knowledge is often a very good relaxation from physical labour. Entertaining knowledge may be still more freely resorted to. But what I want now and then is entertainment without any knowledge at all—at least, without any scientific knowledge, any knowledge but that of human nature—entertainment, in short, by itself, in its simplest and broadest form. A sense of the ludicrous, the faculty of laughter, are essential, and, as I think, most useful parts of our nature. Laughter is essentially a social, a sympathetic, and a contagious power. Some nations, particularly the Orientals, are said never to laugh, but all European nations have been great laughers, and the ludicrous has played an important part even in their very history. By means of laughter absolute monarchs have been controlled upon their throne, demagogues have been checked in their career, and even Demos himself has been made to laugh at his own follies till he was almost ashamed into good sense. Quackeries, hypocrisies, and affectations of all kinds have been exposed and suppressed, and the reformation was promoted by the united efforts of reason and ridicule. The Scottish nation have never been behind their neighbours in their appreciation of this element, or in the power either of making or of enjoying mirth. Our old songs and ballads, and the best of our native writers—Dunbar, Lyndsay, Burns, and Scott—all prove the irrepressible tendency of our countrymen in this direction, and I consider it as an important counterpoise to some of those opposite qualities of sternness and severity for which we are equally remarkable. Indeed it is probable that the grave and mirthful faculties are best developed when they co-exist in the same character, and were intended by the Creator to be brought into companionship. Spain, the gravest country in Europe, has produced the great masterpiece of ludicrous writing, a never-failing treasure of genial and innocent merriment, and in our own Shakespeare it is difficult to say which of the two powers preponderate—the comic or the tragic. I am humbly of opinion that this resource is not sufficiently used in promoting the recreation of the humbler classes; and I think the omission is much to be lamented, as tending to leave unemployed a powerful engine for promoting social and kindly feelings. There are men among us on both sides of the Tweed who have the highest and justest reputation as orators, preachers, and divines, who, if they put forth their mirth-making powers, could make their audiences as weak with laughter as Samson was when shorn of his locks. I do not ask these men to exhibit much in this way personally, for that might give offence to the weaker brethren; but I ask them to join in vindicating the usefulness and nobleness of this province of the mind—to concur in bearing testimony that the sense of the ludicrous and the sense of the pathetic have their sources not far from each other, in the very highest parts of our nature, and on this

ground to endeavour to procure for the poor and wearied, for the thoughtless, and even for the erring, an occasional enjoyment of this special kind. If the theatre cannot be made to coincide with their views of morality there are substitutes for it that may be easily found. Henderson the actor went up and down England setting large rooms of people in a roar at that wonderful production of the most melancholy of men, the diverting history of "John Gilpin," then just published anonymously, and among his audiences was to be seen the great Mrs. Siddons herself, who shook her sides and clapped her hands in ecstasy at the exhibition. I venture to think that an hour so employed was as well spent in its turn, and might be allowed to alternate with more serious subjects. Plenty of materials for such amusement may be found, if they are carefully sought and judiciously selected, and we should not leave the selection merely to the unaided taste of uneducated men. In popular productions of a comic kind there will often be something of the freedom or even the coarseness of the popular spirit. But such flaws are merely incidental to the ludicrous, not essential to it, and the guidance of a more refined spirit may keep it all right. A good laugh thus periodically administered would save a great quantity of alcohol, while it would excite those very sympathetic feelings and genial dispositions which are most wanted for regenerating our moral system and knitting together the different classes of society. The men whom we could thus send laughing to their beds would have experienced an hour's happiness without sensuality—an evening's pleasure without fear or misgiving at the time, and without any remorse or reaction afterwards."

## III. Papers on Practical Education.

### 1. THE FIRST DAY OF SCHOOL.

There are few periods of a teacher's life of more real practical importance, and which concern his future success in his vocation more than the first of the school term. Not only the success for the day or the term, but his success or failure for a life time is to be measured by the impression made on his school during the first day. How important, then, that the impression made be a good one! The great mass of mankind form some kinds of opinions in regard to those with whom they come in contact, at their first meeting; and in most cases their opinions are not far from being correct. We all judge of character to some extent at first sight, and this applies as well to children as to the adult portion of the human family. They of course are not sufficiently skilled in human nature to read character with that degree of precision which we naturally look for from those of more mature minds, but they will nevertheless form some conception of a man's general character from his manner and actions, and they will not fail to be prepared to give their opinions of the new teacher. Every eye is attentively scanning his movements, and it will require a very short time for the circulation of the individual impressions created.

It is important that the teacher have some plan mapped out for the first day's operations in his school-room. A good start is half the race. If pupils find that their time is profitably employed during the first day, they will soon come to the conclusion that their teacher is a worker, and they will imitate his example. On the contrary, if there is a waste of material, friction, or the machine stops for want of work to keep it going, the pupils will soon find something with which to employ their time to their own amusement and to the teacher's annoyance. The start in mischief once made, ten times the work will be required for its suppression that would have been required for prevention. Boys and girls will be busy at something, and if that something be not of a proper nature, they will supply its place with all manner of mischief and amusement. But aside from this, it is important that a plan be mapped out in order that pupils may form a just estimate of the teacher's character and intentions. If their is not sufficient work prepared for them, they will come to the conclusion that they are to have an easy time under the present teacher, and they will lay their plans and conduct themselves accordingly.

The true teacher has his work already, to some extent, clearly defined in his own mind before term time approaches. So it should be. Too many give no thought whatever to the work to be accomplished during the term, previous to the crossing of the threshold of the school-room the first morning of school. As a consequence, everything rushes upon the teacher at once; a dozen things crowd upon his attention, each claiming immediate action upon his part. Everything is presented in a topsy-turvy manner, and he retires from the work thoroughly tired, if not thoroughly disgusted, with the first operations. The pupils, instead of becoming his helpers, as under judicious management they would, are tempted to engage in anything that will divert their minds, they become careless in the discharge of their duties, if they even ever give a thought to them. It is ab-

absolutely necessary that the teacher give the subject some fore-thought, in order that he may not enter upon the discharge of his onerous duties without a plan, and that he may perform the greatest possible amount of work, and create a proper impression on the minds of those under his charge. Pupils come full of interest in the proceedings of the school, and if the teacher manage matters judiciously they will at once without exception enter with alacrity on everything he proposes to do; but if he has nothing special to engage their attention, they either become dull and inattentive, or they invent something for their own divertisement, and employ their time in a manner wholly at variance with the end and aim of education.

Much of the teacher's reputation as a competent and efficient instructor depends upon the impression he makes on his pupils directly, and on the community indirectly, by the *modus operandi* of his school-room, the first day. We once knew a teacher who permitted his pupils to do and act as they pleased on the first day of the term, but after that subjected them to rigid discipline. What the object was in doing so we are unable to conjecture, but the method was evidently a faulty one. By such a system the teacher not only makes himself unpopular with the pupils or parents, but ever after labors under the difficulty of erasing the first impression. It is recommended by Page that in order to be sure of a successful beginning, the teacher should go into the district a few days before the school opens. Much good can undoubtedly be accomplished by this method. The teacher will gain an acquaintance with the directors and parents of the district and through them learn the various difficulties to be overcome. The modes of government and the organization of the school under the care of his predecessors will be communicated. In some cases it would not perhaps be politic to follow his plan, but as a general practice it is certainly of much practical benefit, if adhered to. It costs nothing to make a trial.—*Pottsville Dem. Standard.* A. M. RAUB.

## 2. PUNCTUALITY IN SCHOOL.

There is no principal of action that is more commendable in a scholar, than punctuality. Every thing in its time and just at the time, should be the motto of every teacher and scholar, and is as important as "a place for everything, and everything in its place." After the routine of duties performed at their proper time becomes a habit, it is actually a pleasure. The school-boy who prides himself on being regular at school and prompt on the recitation bench, relies on his task much better and is happier than he who indulges in his idleness and is always behind. The necessity of sending scholars punctually to school is often too lightly regarded by parents. They do not consider that an hour's absence in the morning deprives them of their most important recitation, or their best hour for study. How much time might be saved by using all those little moments thus thrown away, and if they were applied in a right manner how much would be accomplished. Much more depends upon this habit than is generally supposed. Its relation to ultimate success in life is that which cultivation sustains to the farmer's crops. It was one of the most carefully cultivated habits of Sir Walter Scott; otherwise he would have been unable to perform such an enormous amount of literary labor. So rigorous was Washington in his habit, that he would not waste the space of five minutes even in waiting for his guests at dinner, and in all things he made it a rule to be punctual. The most efficient warriors, the most eminent statesmen and the most noble specimens of humanity, have become great by economising time and performing their work at its proper period. If punctuality then has such a bearing on the character, it should be the motto of every scholar, and enter largely into both the theory and practice of teaching.—*Bradford Argus.*

## 3. APPLICATION TO STUDY.

Among the greatest mistakes made by the teacher, is neglecting to insist on proper application in study. In short there is no one thing connected with the duties of the teacher which would add so much to the utility of our schools, as an undeviating course on his part in requiring from each pupil the performance, each day, of some specific duty. These lessons should be definitely assigned, the time for their recitation specifically fixed, and then nothing but a *bona fide* excuse should be received for their non-performance. No such excuse as "I haven't got it," or, "I didn't get here in time," or, "I lost my pencil, or my slate, or my book, or a thousand other pretexts of a kindred nature, should be received, unless it is clearly evident that there is a good reason for not having it, for being late, for losing books and pencils, or for being careless and forgetting the limits of the lesson. It is absolutely necessary for the future prosperity and happiness of our country, for the establishment of justice and knowledge throughout the world, and for the maintenance and progress of civilization and refinement, that the rising generation should be thoroughly and systematically educated. This can only

be attained by diligent, untiring study. Consequently it is the duty of the teacher, to impress upon the mind of the child, the great importance of application and perseverance, and to keep him so engaged as to rivet upon his nature a habit of a *burning desire*, for a steady, industrious career in life, while at the same time he imprints upon his mind the principles of science. The teacher, then, should fully understand and duly appreciate the great responsibilities connected with his profession; "he is to rule over, and mould immortal minds."

But we are asked how can the teacher effect this? How can he in every case, accomplish so difficult, yea, almost impossible a task? Of course every teacher has his own way of doing it; some have their way of doing it.

Is it done altogether by suasion or entirely by punishment? Most certainly by neither alone.—They, and all other means of controlling and directing youthful minds, will, according to the circumstances and dispositions of the child, be found indispensably necessary to accomplish, in every case, the desired end.

We are not all created with like dispositions and natures; neither can all be acted upon by like agencies with the same effect. Minds are different and must be differently dealt with, in order to bring about the same results. Teachers, then, should always insist on the greatest amount of study compatible with the physical well being of the child—ever remember that "Satan still some mischief finds for idle hands to do." To accomplish this he can be the servile slave of any particular system, for he never can be the *slave and master* too. "Moral suasion" is good in its place, but it never can always be efficacious by altogether supplanting the rod; for, said Solomon "He that spareth the rod, spoileth his son, but he that loveth him, chasteneth him betimes." The duties of the parent and teacher in governing the child are virtually the same.—*Bradford Argus.*

## 4. SCHOLARS DIARIES.

The great point in the teaching of the present day is that it is *intelligent teaching*; and teachers and educationists rack their brain in search of each and everything which will make school-keeping any thing like that "delightful task" which the poet so fancifully describes. I know no better aid thereto than by all schoolmasters encouraging their elder children to keep diaries; not superbly ruled and bound ones, but merely plain paper sewed into a strong cover. The good they will do will be incalculable. The plan will foster habits of thought and observation, and will be a great aid towards attaining three very important things,—good spelling, composition, and neatness.—J. SAGAN, in *English Monthly Paper.*

## 5. DIFFICULTIES OF THE ADVANCED TEACHER.

The teacher who has to deal with more advanced scholars, and whom we may suppose to have had some experience in the work, finds difficulties perhaps as serious and discouraging as the young teacher, though of a different character. He must not be surprised if he be not conscious of much progressive increase of power and skill. The truth is, that each advance in experience unfolds to us new proofs of our weakness and ignorance. The more we know, the more we are conscious of the vastness of the unknown. The more skilful we grow in some respects, the more we feel our want of skill in other ways. Dr. Chalmers beautifully illustrated this truth by drawing a circle upon a board, and showing that the larger the circumference of light, the larger also was the enclosing of darkness. And if this be true of human knowledge, how much more so in regard to that Divine truth, which it is the teacher's high calling to impart to others. I think it has been recorded of some eminent physician, that after extensive experience in his profession he made an observation of this kind:—"When I began practice, I could name twenty remedies for every disease; but now I can tell you of twenty diseases for which I know no remedy." But the measuring of our own ignorance is a real advance in knowledge; "for if any man thinketh that he knoweth anything, he knoweth nothing yet as he ought."

Let us come however more closely to the practical part of our subject. The care of an advanced class requires, in some respects, more skill on the part of the teacher than that of a younger class. There is a greater risk attending any want of fair qualification for his duties. It is therefore necessary to select such teachers with some care. The retention of senior scholars will mainly depend upon the estimation in which the classes destined for them are held. Some knowledge of human nature is needed, and some skill in dealing with the weaknesses of young people, so as to maintain order and discipline in the class without undue strictness. The teacher must not deal too roughly even with the self-conceit, or affection, or unreasonable expectations, which may often annoy him. Young people are very sensitive to anything which affects their standing with their companions. A fault may sometimes be wisely passed

over at the time, and a private interview afterwards sought, in which the impropriety may be plainly and yet kindly pointed out. Correction must be administered with a very gentle and loving hand. But it will be found, generally, when the teacher possesses the respect and confidence of such a class as I am describing, that the maintenance of discipline will not occasion him much anxiety. Perhaps the advanced teacher's greatest difficulty consists in sustaining the interest in a continuous course of sound instruction. This is a considerable demand upon his diligence, his faith, and his skill. It is necessary to remember that real *teaching* is something different from mere exhortation or advice. A teacher may be very fluent in addressing his class, and yet he may to a large extent fail as a teacher. His duty is not only to impart knowledge, but to satisfy himself that it has found a secure resting-place in the minds of his pupils. Here is the difficulty, and here also the glory of the teacher's work.—*J. S. Fry, in English S. S. Teacher's Magazine.*

## 6. THE SCHOOL ROOM OPENING INTO HEAVEN.

In the teacher's profession, as in every other, we are not to judge of the possibilities or the limitations of the calling by its common aspects or its every-day repetition of task-work. I protest against the superficial and insulting opinion, that, in the education of children, there is no room for the loftiest intellectual enterprise, and no contact with divine and inexpressible wonders. Any teacher that so judges his vocation by its details belittles it. The school room, no less than the philosopher's laboratory, the studio, or the church itself, opens upwards into God's boundless heaven. Each of these very sciences I have named has moral relations, and terminates in spiritual mystery. And when you awaken a feeling of that great truth in your pupil by the veneration, the earnestness, and the magnetic devotion of your own mind, you have done him a service no less essential to the completeness of his education, than when you have informed his understanding of certain scientific facts. Arithmetic, for instance, ascends into astronomy, and there you are introduced to laws of quantity, which make the universe their diagram—to the intellectual magnitudes of La Place and Newton—to the unsearchable empire of that religion which feels after the God of Arcturus and Pleiades. The rules of grammar are only intelligible formularies that lie in the utmost boundary of an inexhaustible study. And the government of your pupils—what is it but the faint and erring endeavour to transfer, into the little kingdom you administer, the justice and the love which are the everlasting attributes of the Almighty himself, applying them even there to immortal souls? Let us not wrong the dignity of such an employment by denying its connection with things unspeakable.—*Prof. F. D. Huntington.*

## 7. TOPICS FOR TEACHERS' MEETINGS.

We gave a list of Topics for Teachers' Meetings some time since, and promised more. The compilation of our correspondent enables us to fulfil the promise, and will be suggestive to those who have occasion to write. We would be glad if it incited a few teachers to write for the *Journal*.—*EDR.*

### SUBJECTS FOR ESSAYS AND LECTURES.

1. Teaching as a Profession.
2. Learning and Teaching.
3. Professional Courtesy.
4. Christianity in Teachers.
5. Utility of Classical Studies.
6. The true aim of Education.
7. Influence of Teaching on Teachers.
8. Teaching, a Science; the Teacher an Artist.
9. School-boy Life and Character.
10. School Amusements.
11. Moral Qualifications of Teachers.
12. Education a Progressive Work.
13. The Teacher's Daily Preparation.
14. Unconscious Teaching.
15. What School Discipline is, and what it is not.
16. The Teacher's Position.
17. Advantages of Reading, and how to Read with Profit.
18. Physical and Mental Development.
19. Moral Instruction in Schools.
20. Success and Failure in modern Educational Enterprises.
21. Habits of Teachers.
22. Responsibility of Teachers.
23. Education of Farmers.
24. Parental Responsibility.
25. Duties of Educated Men.
26. Home Training.
27. Education of Mechanics and Laborers.

28. Right Motives in Teaching.
29. How Teachers may Help each other.
30. Examinations and Exhibitions.
31. How to Teach Spelling, Reading, Grammar, Geography.
32. Importance of correct Orthography, and good Reading, knowledge of Mathematics, Physiology, History, &c.
33. School Supervision.
34. Compulsory and Voluntary Study.
35. Popular Errors in Education.
36. Development of Intellect by Labor.
37. The Newspaper as an Educator.
38. Demand of Educated Talent.
39. Genuine Scholarship.
40. Utility of Lyceums.
41. Demands of the Age upon Teachers.
42. The proper training of Youth.
43. School Management.
44. Importance of Parental Co-operation in Schools.
45. Incitement of Curiosity as a Means of Education.
46. Teacher and Methods of Teaching.
47. Literary Attractions of the Bible.
48. Office of the Teacher.
49. Study of Nature.
50. Learning, its own Reward.
51. Regular and Punctual Attendance at School.
52. The Will as an Educational Power.
53. Sincerity and Earnestness in Teachers.
54. The relation between Parents and Teachers.
55. The Teachers and Men for the Times.
56. The Bible in Schools.
57. Errors of Learned Men.
58. The true position of Women.

—*Dillwyn, in Wisconsin Journal of Education.*

## 8. SUGGESTIONS ON THE DISTRIBUTION OF PRIZES IN SCHOOLS.

*To the Editor of the Journal of Education.*

DEAR SIR,—In looking over the reports of the Local Superintendents regarding the state of education in their respective localities, contained in the Annual Report of the Chief Superintendent for 1862, I have been struck by the great diversity of opinion among them in relation to the distribution of prizes in schools. Believing as I do, that the judicious awarding of prizes is a most valuable means of promoting the interests of education, I cannot avoid concluding that in most instances where injury to those interests is reported, that injury has been due not to the fact that prizes have been distributed but to the manner in which their distribution has been effected.

The object to be aimed at in giving prizes in schools, is to foster a healthy spirit of emulation among the scholars both in their studies and general department, the latter should not by any means, as is too often the case, be neglected. The errors to be avoided are, the granting of prizes by mistake either to the idle or the vicious, rather than the orderly and industrious, the entire and hopeless discouragement of the unsuccessful (too often a large majority), and the undue elation of the sometimes really *unfortunate* winners of the prizes.

The following is an outline of my plan for the accomplishment of these ends; and as I have had practical proof of its efficacy I can without hesitation, recommend it to my fellow-teachers throughout the province. It is chiefly an adaptation of the system used in the Model Schools, Toronto, to the wants of an ordinary country school.

In the common daily registers, at roll-call, I enter in the little square of print each pupil's name, instead of the ordinary mark indicating "present," the following: 1st. On the right hand side a small figure showing the number of perfect recitations by the pupil that day, 2nd. On the left the number of marks for misconduct, including whispering, disobedience, &c., obtained during the day. A small L denotes lateness. A mark for good conduct is allowed each pupil who receives no discredit mark during the day, but this is not marked in the register. Monthly reports similar to those of the Model School are sent to the parents. The pupils answer their marks readily and correctly at roll-call; indeed, if necessary, they keep a very effectual check on each other lest cheating might be attempted.

Our prizes are always ordered from the Department, and an outlay of \$10 or \$12 is sufficient to obtain a very serviceable set of prizes, including about 60 books, and a number of picture cards, &c.

On the arrival of the prizes, they are divided into lots corresponding with the number of classes, that for the highest class being a little better than the lot for the next lower, and so on. The prizes are then given to the separate individuals of the class, as follows:—

Suppose a scholar during the winter six months has attended 110 days, that he recites lessons 5 times a day then he can obtain  $5 \times 110$  or 550 credit marks, besides those for deportment. But suppose his actual number of credit marks per register is 480, and that he has received 15 misconduct marks, and 10 marks for lateness or irregularity, we make each misconduct mark cancel 3 good ones, so that his standing in the class would be stated thus,

$480 - (15 \times 3) \times (110 - 25) = 520$ , and this pupil would obtain the first prize in his class if the number 520 was the highest reached by any one in the class, counted similarly.

To those whose bad marks cancel their good ones or nearly so, I give no prize, to all others prizes are awarded in the above way.

Little ones in the first classes are encouraged by a weekly distribution of cards, &c., according to their standing in the class, and with most cheering effect. I am aware that many features in the above may be deemed objectionable by teachers of ability and experience, but rather than trespass further on your valuable space, let me say to such, "Give the plan a fair trial for at least two distributions of prizes, and if you cannot make it work publish the fact for the benefit of others, but do not condemn until you have had experimental evidence on which to base your judgment.

C. S. T., Waterloo Township, C. W.

## IV. Papers on Physical Science.

### 1. THE ACTION OF THE SUN.

Every mechanical action on the earth's surface, every manifestation of power, organic or inorganic, vital and physical, is produced by the sun. His warmth keeps the sea liquid and the atmosphere a gas, and all the storms which agitate both are blown by the mechanical force of the sun. He lifts the rivers and the glaciers up the mountains, and thus the cataract and the avalanche shoot with an energy derived immediately from him. Thunder and lightning are also his transmuted strength. Every fire that burns and every flame that glows dispenses light and heat which originally belonged to the sun. In these days, unhappily, the news of battle is familiar to us; but every shock and every charge is an application, or misapplication, of the mechanical force of the sun. He blows the trumpet, he urges the projectile, he bursts the bomb. And, remember, this is not poetry, but rigid, mechanical truth. He rears, as I have said, the whole vegetable world, and through it the animal; the lines of the field are his workmanship, the verdure of the meadows, and the cattle upon a thousand hills. He forms the muscle, he urges the blood, he builds the brain. His fleetness is in the lion's foot: he springs in the panther, he soars in the eagle, he slides in the snake. He builds the forest and hews it down, the power which raised the tree and which wields the axe, being one and the same. The clover sprouts and blossoms, and the scythe of the mower swings by the same force. The sun digs the ore from our mines; he rolls the iron, he rivets the plates, he boils the water, he draws the train. He not only grows the cotton, but he spins the fibre and weaves the web. There is not a hammer raised, a wheel turned, or a shuttle thrown, that is not raised and turned and thrown by the sun. His energy is poured forth into space, but our world is a halting-place where his energy is conditioned. Here the Proteus works his spells.—"*Heat considered as a Mode of Motion*," by Professor Tyndall.

### 2. REVELATIONS OF THE MICROSCOPE.

Brush a little of the fuzz from the wing of a butterfly, and let it fall upon a piece of glass. It will be seen on the glass as a fine golden dust. Slide on the glass under a microscope, and each particle of the dust will reveal itself as a perfect symmetrical feather.

Give your arm a slight prick, so as to draw a small drop of blood, mix the blood with a drop of vinegar and water, and place it upon the glass slide under the microscope. You will discover that the red matter of the blood is formed of innumerable globules or disks; which, though so small as to be separately invisible to the naked eye, appear under the microscope each larger than the letter of this print.

Take a drop of water from a stagnant pool or ditch, or sluggish brook, dipping it from among the green vegetable matter on the surface. On holding the water to the light it will look a little milky; but on placing the smallest drop under the microscope, you will find it swarming with hundreds of strange animals that are swimming in it with the greatest vivacity. These animalcules exist in such multitudes that any effort to conceive of their numbers bewilders the imagination.

The most invisible universe of created beings is the most wonderful of all the revelations of the microscope. During the whole of a man's existence on the earth, while he has been fighting, taming and

studying the lower animals which were visible to his sight, he has been surrounded by these other multitudes of the earth's inhabitants without any suspicion of their existence! In endless variety of form and structure they are bustling through their active lives—pursuing their prey—defending their persons—waging their wars—prosecuting their amours—multiplying their species—and ending their careers; countless hosts at each tick of the clock passing out of existence, and making way for new hosts that are following in endless succession. What other field of creation may yet, by some inconceivable methods, be revealed to our knowledge?

### 3. WHAT COAL WAS.

Some incline to the opinion of a marine origin for the plants of which coal is formed, thus bringing them into natural contact with the fishes, and probably marine shells often found in the shales. Others insist on a terrestrial vegetation, and a third party on that of lagoons, or sea swamps, and bogs. The last few years have given important arguments to those who believe in a forest, perhaps very near to the level of the lake or sea. We know that among these giant stems of sigillaria the busy hum of flying insects and the merry chirp of the cricket were heard, that scorpions curled their ominous tails, that land shells crept alimily along, and that many kinds of reptiles either pursued their prey along the ground or climbed the trees whose hollow trunks have formed the caskets to preserve their remains. Here, then, is a goodly population to vivify the scene which only a few years ago was held to be almost wanting in all but vegetable life; and when we consider the accidents which have, amid the great decomposition of organic matter, preserved to us these remains, generally enclosed in ironstone nodules, we must feel confident that coming years will have many an additional fact to disclose.—*Prof. Warrington Smyth's Address at the British Association.*

### 4. THE DEPTH OF SPACE.

In 1837, Professor Bessel, of Germany, commenced a series of astronomical measures for getting the exact distance of the fixed stars, a thing that had never been done. The instrument which he used in connection with a powerful telescope, in his experiments, was a heliometer (sun-measurer). After three years' hard labour he was so fortunate as to obtain a parallax, but so minute that he could hardly trust his reputation upon it. But after repeated trials and working out of the result, he was fully satisfied that he could give the true distance to 61 Cygni. But who can comprehend this immense distance? We can only convey an idea to the mind of this distance, by the fact that light, which travels 12,000,000 of miles a minute requires not less than ten years to reach us! Just let any one try to take in the idea. One hour would give 720,000,000 of miles; one year then—8760 hours—this gives 6,307,200,000,000, and this multiplied by ten, gives 63,072,000,000,000.

This, according to Bessel, is the distance of the nearest fixed star to the sun! All astronomers confirm the correctness of Professor Bessel's calculations. But this distance, great as it is, is nothing to be compared to the distance of the Milky Way. Sir Wm. Herschell says that the stars or suns that compose the Milky Way are so very remote that it requires light, going at the rate of 12,000,000 of miles in a minute, 120,000 years to reach the earth. And he says there are stars, or rather nebulae, five hundred times more remote! Now make your calculations: 120,000 years reduced to minutes, and then multiply that sum by 12,000,000, and the product by 500. What an overwhelming idea! The mind sinks under such a thought; we can't realize it; it is too vast even for comprehension. David says, Psalm ciii. 19: "The Lord hath prepared his throne in the heavens, and his kingdom (or government) ruleth over all."—*Eze.*

## V. Papers on Canadian Scientific Subjects.

### 1. MCGILL COLLEGE OBSERVATORY.

The writer the other day went to visit the Observatory of Dr. Smallwood, at McGill College. Most of the citizens are aware of the exterior shape of the little stone edifice with a revolving dome, capable of being opened to survey the heavens, situated on a rising slope, to the west of the College. Partial observations have been taken for some time. The regular observations have not yet begun; but Dr. Smallwood, whose zeal in the interest of this branch of science is so well known, is fast getting all things ready for that purpose.

The principal room is on the first floor, and contains a small library of books used for the different calculations, also Barometers, Thermometers, Anemometer, Globes, a Telegraph Apparatus in



connection with the Fire Alarm Telegraph—for the purpose of furnishing correct time to the city.

A single touch of the key causing all the Church bells to strike at the hour of noon, also a Quadrant and artificial horizon.

*Transit Room.*—Which is in an unfinished state, contains a Transit Instrument, Chronometer, Star Maps all used, Nautical Almanac for correcting the Chronometer to mean solar time.

*Basement.*—In this room more particularly, as also in the general construction of the building, Iron has been carefully excluded, and is destined for magnetic observations; it contains a dip circle, the one used during the magnetic survey of Great Britain, a declinator and instruments for vibration, and horizontal and total force; besides a small library of books for the calculations, also a barometer, hygrometer and standard thermometer.

Ascending the stairs to the leads—a flat roof—here are rain-gauges, dry and wet ball thermometers, solar and terrestrial radiators, drosometer, evaporator, and apparatus for experiments on ozone, also a telescope for observing the Sun's spots—possessing a large field. There is also a 3 in. Dolland's Achromatic Telescope on the first floor, the Transit Room is finished with a revolving dome for the purpose of receiving an equatorial, whenever any good citizen can be found to furnish one; near the entrance is a siemometer for earthquake phenomena. There is also erected a pole for the purpose of ascertaining the amount of electricity in the atmosphere, and testing a new kind of conducting wire, and also a Whewell's Anemometer.

The Observatory is 180 feet above mean sea level.

It is destined only for meteorological and magnetic observations, the only astronomical will be the transit of stars, solar spots and eclipses.

The Observatory is so placed that a perfect north and south horizon is seen, the mountain not at all obstructing the view.

We believe that important practical results will flow from these observations, and we have no doubt that it is of provincial importance to have a magnetic survey along the whole line of the St. Lawrence below Quebec. It would render the navigation more certain, make the rates of insurance lower, and be the means of saving many lives, for magnetic variation is the fruitful parent of disaster. We believe that this variation is a determinable quantity, and it would be well for the Province to have it at all costs determined.

We believe that observations such as those which Dr. Smallwood purposes to take are now taken at Kew, Java, St. Petersburg, Washington, Lisbon, and Coimbra.—*Montreal Transcript.*

## 2. VALUABLE DONATIONS TO QUEEN'S COLLEGE.

It gives us great pleasure to announce that Queen's University has received a munificent donation in the shape of a very valuable collection of plaster relief medallions of the finest works of ancient and modern Art. This collection has been presented by Donald Ross, Esq., of Montreal, through the Principal, to the Library of the University. The medallions are tastefully and systematically arranged in cases of the form of imperial octavo volumes, to the number of twenty-five, each volume being handsomely bound in parchment, and entitled according to the nature of its contents. Each case contains on an average forty of these little gems of art, so that the whole collection numbers about one thousand. We cannot enter upon any detailed description of the contents of this little museum; but a hurried inspection enables us to say that it contains many truthful and spirited imitations of the chefs d'œuvres of Greek sculpture and Italian paintings in the galleries and churches of Europe. We need only specify the beautiful reliefs of the Apollo Belvidere in the Vatican Museum, and the Venus de Medici at Florence—the great ideals of manly and womanly beauty;—the Dying Gladiator of the capitol so touchingly described in Childe Harold—the Venus of Milo—the Laocoon of the Vatican. The Italian masters are represented by reliefs of Leonardo da Vinci's Last Supper—the Madonna di San Sisto and the Madonna della Seggiola of Raffaele—the Beatrice Cenci of Guido—the picturesque Sybils of Guercino and Domenichino—and a whole host of other well-known paintings. There is a whole series of casts from antique gems and cameos of subjects from the mythology and history of Greece;—another illustrative of the History of Rome under the Republic and the Empire—another comprising portrait-medallions of the most illustrious men of ancient and modern times—and yet another very extensive one showing the historical development of plastic art from the earliest Egyptian and Etruscan period to the decadence of art which attended the decline of the Roman Empire. The modern schools of Sculpture are well represented by reliefs from the most beautiful productions of Canova, Thorwaldsen, and Gibson. Several of the volumes are filled with the views in basso-relievo of the edifices of Palladio and the other masters of the Italian Renaissance. These remarks may serve to indicate the nature of the collection, which is deserving of the most careful and critical study. The copies of the cameos and gems form in themselves a perfect copy for

art. We see in these exquisite works the liveliest play of exuberant fancy in the never-ending and ever-varied myths of classic antiquity, while the historian finds in the subjects which are taken from daily life, the most vivid and truthful delineations of the manners of the time. The value and importance of this collection cannot be too highly estimated. The student of history and of art will find in it an invaluable adjunct to his reading, while the artist can go to it for models of beauty, the scarcity of which is the greatest drawback to which native art in a new country is unavoidably subject. We believe it is the intention of the Curators to exhibit a few specimens of the collection in Mr. Creighton's Book Store, which seems now to be the recognized place of exhibition for all new objects of artistic and literary interest. The public will then have an opportunity of judging of its excellence and value themselves.

We are also happy to intimate that the Library of Queen's University has received another handsome donation of above sixty volumes from John Smith, Esq., of Montreal. They comprise for the most part works which are well known, but several of the most valuable editions. Among these we need only specify, for example, the works of Isaac Watts in six quartos, Sir Walter Raleigh's History of the World, in six library octavo volumes, and a fine copy in quarto of Howard's work on Prisons.

We hope that this public notice of these liberal donations may suggest to others, who have it in their power, the propriety of contributing to the stores of this University Library. It is of very great importance that the members of the learned professions and other gentlemen in this part of the Province, who are interested in literary pursuits, should have within their reach a library in which they may be able to consult authorities that they cannot expect to find in private. It is in general to these Universities that men in all countries look for such assistance in the study of literature, and Queen's University is the only institution in this part of Canada, in connection with which such a library is likely to be collected. We believe that several of those who are interested in the welfare of the University are at present engaged in considering the best means for increasing its library, and we cannot but wish them, as we think they deserve, the co-operation of all who have at heart the elevation of our academical institutions and the advancement of profound learning.—*Kingston News.*

## 3. THE KINGSTON OBSERVATORY.

A meeting of the Board of Visitation of the Kingston Observatory took place at the City Hall on Monday, the 11th January instant, for the purpose of receiving a report from the Director, the Rev. Professor Williamson. The Report, which was read and adopted, is as follows;—

In my last report to the Board of Visitors, it was stated that a small transit had been ordered from Messrs. Troughton and Simms, but had not yet arrived. It appears from a letter since received from Mr. Simms, that it had been countermanded, and therefore had not been sent. As it was of the utmost importance that the instrument should be in the Observatory as soon as possible, fresh instructions were forwarded to him to transmit it with the least possible delay. It was accordingly received early in the last summer, and the purchase amounting to about £35, exclusive of freight and carriage, was in a short time subscribed by the friends of the Institution, among whom Mr. Watkins and Mr. Carruthers were conspicuous for their liberality, as they are on all occasions for the public benefit.

The Transit, which is now adjusted on a solid stone pedestal, resting on the base designed for the support of the piers of the large transit circle, has been found, though small, a perfect specimen of English workmanship, and has proved of the greatest service in regulating the rate of the clock. Since its arrival the time has been regularly given once a week to the City Clock-Keeper, and we ought not to be inferior to any city in Canada, so far as the correctness of our local time is concerned.

It will be remembered, however, that the Transit was ordered with the view not only for regulating the local time, but of determining the error and rate of the clock for the purpose of rendering the Equatorial, available for scientific observations, and that it was stated, that in order that these might be made, the Equatorial, which is at present only a large and excellent telescope equatorially mounted, would require micrometers, illuminating apparatus, and clock-work to drive the right ascension circle. For the purpose of these additions, which will cost \$280, being made to the Equatorial, it is proposed to send the Tube early in the spring to Mr. Alvan Clarke, by whom the instrument was constructed.

A sidereal clock, of the best construction, is the next addition which it will be necessary to make to the Observatory.

The cover of the slit in the dome, for observations with the Equatorial, still allows, in the winter, the interior to be penetrated by



a portion of fine snow, which it is intended, as far as possible, to exclude by a small ledge of tin on each side of the shutter.

The Beaufoy Circle which the Astronomical Society, as stated in the last Report, have agreed to lend to the Observatory, has not yet been received. The Trustees of Queen's College agreed to defray the expense of the repairs which it was found to require before its transmission to Kingston, and Messrs. Troughton and Simms were instructed to put it into proper working order, which will, no doubt, be done in the best possible manner. In consequence of Mr. Simms' illness, the repairs have been delayed longer than was expected. A letter, however, was received a few days ago from the Rev. Mr. Romanes, formerly one of the Professors in the University, informing me that it is now nearly ready.

A standard Barometer and Registering Thermometer, by Cassella, will be placed in the Observatory in the course of this month, and daily Meteorological observations made and recorded.

I have now the pleasure of stating that the debt of the Observatory for buildings, &c., has, by economical management of its limited funds, been paid off, and that the College has found itself in a position to make the appointment of an Assistant Observer, an appointment contemplated from the first to be made as soon as the funds would allow. Mr. Dupuis, a person of great mathematical attainments and mechanical skill, has been the successful candidate. He will attend at the Observatory every lawful day, for the purpose of assisting in making and recording the requisite observations, and will be ready once a week at certain hours to show the building and instruments to visitors who shall have notes of admission from any member of the Board of Visitors, or any of the subscribers in the Institution.

The observations since the receipt of the Transit, though numerous and occupying a very considerable portion of my time, have been chiefly confined to perfecting its various adjustments, as well as the more complete adjustment of the Equatorial, to the regulation of the clock and of the local time, and to preparations for establishing fixed meridian marks, one more near on the mainland, and the other more distant on Wolfe Island. Two public lectures in the City Hall, and illustrative lectures at the Observatory, have been given during the past year. Other two lectures at the Observatory will be given, one on Friday first, and the other on the following Friday. All which is respectfully submitted.

JAS. WILLIAMSON,  
Directory of the Observatory.

#### 4. CANADIAN MINING.

Local papers in various parts of the province have given, during the past year, descriptive accounts of the discovery of mineral veins, containing respectively copper, argentiferous galena, antimony and even gold. There can no longer be any doubt, that large and valuable deposits of one or all of these minerals, have recently been brought to light, either in the vein rock or in the drift. In another part of this number a description is given of gold mining in Lower Canada, and we now propose to make a few remarks on the land ores and especially those which are supposed to contain silver. A general knowledge of the distribution of argentiferous lead ores, will be valuable at the present time, as many persons who have discovered lead veins, are under the impression that they are necessarily argentiferous, and consequently possess a high value.

Lead ores occur in both the crystalline or fossiliferous and in the uncrystalline or metamorphic rocks, those which being once fossiliferous, have been altered or changed by heat or some other metamorphic action.

Lead is found in the largest quantities in those rocks which have not been altered or rendered crystalline by metamorphic action.—The great lead-mining districts of Spain and the United States are in lower silurian rocks. The celebrated galena limestone of Wisconsin, Iowa, and Indiana, is of the same age as the Trenton limestones of Canada, a formation which occupies a large portion of the western province, extending from Kingston to Matchedash Bay on Lake Huron, and bounded on the south by Lake Ontario east of Port Hope. The Trenton limestone is also found on the Ottawa, and it is near its junction with the Laurentian Gneiss, at its northern boundary, that lead veins have been found in various localities. The great lead bearing rocks of the north of England, are found in the mountain limestone; a formation not represented in western Canada. Spain, the United States, and England, furnish nearly 70 per cent. of the whole amount of this metal raised in the world.

Lead is also found in metamorphic rocks, and it is well worthy of note, that in these older crystalline rocks, the galena or lead ore, is generally argentiferous, and sometimes contains very considerable quantities of that metal. The fossiliferous or unaltered strata, are not so argentiferous, and do not generally contain enough of silver to render the search for that metal commercially profitable, although where the best metallurgic arts are employed, as in England and

Germany, as small a quantity as seven or eight ounces to the ton, are profitably obtained. This is about .003 per cent. As a general rule, the older and more chrystalline the formation, the larger the amount of silver will be found in the ore. So that following this rule, we may expect to find the lead ores from the highly chrystalline rocks of Lake Superior, more argentiferous than those from the uncrystallized Trenton limestone. In New Hampshire, mines of argentiferous galena, have been long worked with indifferent success. The ore contains from 60 to 70 ounces of silver to the ton of 2,000 lbs. of lead.

It is well worthy of note that the lead ores of the vast deposits of Wisconsin, are almost destitute of silver. From numerous analysis that have been made, they are found to yield from  $\frac{1}{8}$  of an ounce to  $9\frac{1}{2}$  ounces of silver to the ton of 2,000 lbs. of ore. The highest of these values would not render them profitable as a source of silver in this country, where machinery is expensive and labour dear.

The lead ores of Cornwall, average about 23 ounces to the ton, they are contained in chrystalline rocks—those of Derbyshire yield only one or two ounces to the ton; these ores are from the uncrystalline rocks.

The lead ores of Missouri yield only .001 or .002 per cent. of silver, or less than one ounce to the ton, even in the most argentiferous specimens.

In 1858, the total value of the silver obtained from the lead ores of the United Kingdom, amounted to £142,336 sterling; the value of the silver bullion imported, amounted in 1857, to £397,441.

The following localities where lead ore is found in Canada, are enumerated in the Descriptive Catalogue of Canadian Minerals: (Sir W. E. Logan.)

1. Gaspé—Indian Cove—found in the Lower Heidelberg Group, Upper Silurian.
2. Upton—Quebec Group, Lower Silurian.
3. Ramsay Mines—Calceiferous Formation, Lower Silurian.
4. Landsdowne—Laurentian.
5. Bedford—Calceiferous Formation, Lower Silurian.

From the foregoing statements it will be seen that argentiferous galena, susceptible of being profitably worked, is of comparatively rare occurrence in those fossiliferous rocks which have not been metamorphosed or rendered chrystalline, and persons cannot be too cautious in accepting statements relative to the richness of lead ore or silver, until a proper analysis has been made from specimens which represent the general characters of the vein or metalliferous deposit.—*Journal of the Board of Arts and Manufactures for U. C.*

## VI. Biographical Sketches.

### No. 12.—SIR LOUIS H. LAFONTAINE, BART.

One of the most remarkable men which Canada has produced has died in middle age: Chief Justice LAFONTAINE, at the age of 58, has suddenly been called from the duties of active life to that bourn whence there is no return. Unlike the much-enduring and long-lived public men of England, and in this respect too much like the majority of those of America, he took but little exercise, and did not preserve the due balance between brain and muscular exercise. He was a heavy rather than a fat man, of large frame and massive head; bearing, in his countenance, an appearance suggestive of NAPOLÉON the Great; while in size he was as great as possible a contrast to the great warrior who set the world in flames. His face was an unerring index to that strength of will for which, in so remarkable a degree he was noted.

M. Louis Hypolite Lafontaine was born at Boucherville, Lower Canada, in October, 1807 being the third son of A. M. Lafontaine. None of the other members of the family appear to have attained any celebrity; and perhaps the talent of the family chiefly centred in him. Applying himself to the profession of the law, he worked with assiduity and success; nor did he permit anything to distract his attention from his profession till he had acquired a competence. While he accumulated what was considered a handsome fortune, for a professional gentleman in Canada, he enhanced his social position by a marriage with a daughter of M. Amable Berthelot, who long held a seat in the Legislative Assembly of Lower Canada.

Coming on the stage when Papineau was in the zenith of his fame M. Lafontaine was counted among that gentleman's followers. The different characters and talents of the two men were ultimately to assign them to very different positions. A period of rivalry between them was to come; and after a short and sharp struggle the mastery was to remain undisputedly with M. Lafontaine. Till the period of the rebellion, M. Papineau was the leader, M. Lafontaine the follower. Few prominent men of the popular party, in Lower Canada, escaped imprisonment, at the time of the revolt. On the 4th of November, 1838, under a warrant issued by M. H. Edmond Barron, J. P., M. Lafontaine, *suspecté d'être suspect*, was ordered to be sent

to jail. The same warrant included Charles (since Mr. Justice) Mondelet, Dennis Benjamin Viger and a number of others more or less celebrated. This warrant was issued at the time when it was known that M. Lafontaine was on the point of starting for England as the agent, of the Constitutional Association of Montreal. On arriving on the other side of the Atlantic, he did not deem it advisable to remain long in England; and accordingly passed over to France. He found, when in England, a powerful protector in the Hon. Edward Ellice; and as no evidence had been adduced against him, he returned to Canada at pleasure. After the return of M. Lafontaine, the old and once popular chief of the French Canadians, M. L. J. Papineau long remained under ban. This gave M. Lafontaine an opportunity to lay the foundation of that leadership which his old chief had not the remotest chance of rivalling. In 1841, becoming a candidate for the representation of Terrebonne, he withdrew from the contest before its close, for reasons which he stated at great length at the time. In this withdrawal, M. Lafontaine says: "I was influenced by a strong desire to avoid the shedding of blood;" an armed band having appeared in the country "collected from the remote parts of the Province—numbers even from Glengarry, in Upper Canada—at an expense far surpassing the entire fortune of my opponent, were it double, treble, or even quadruple what I presume it to be." A few weeks before—the election was in the spring and the interview had been made in the winter—Lord Sydenham had, during a two hours' conversation which he had sought with M. Lafontaine, tried to obtain that gentleman's support of his Administration. But in vain; since there was but one of its acts—the appointment of Mr. Baldwin to the Solicitor-Generalship—of which he approved. Lord Sydenham had offered him the Solicitor-Generalship for Lower Canada—he had offered a judgeship—and both on the condition that the recipient should support the Administration. But he refused, "I will," the Governor protested, "have a majority." It was, we believe, after his defeat in Terrebonne that M. Lafontaine found a constituency in Upper Canada—North York electing an eminent stranger of another race and speaking a different language, in preference to a resident nonentity. Rimouski afterwards returned the compliment paid to M. Lafontaine by electing Mr. Baldwin. Under Sir Charles Bagot, M. Lafontaine first attained the influence as a member of the Administration, in 1843. This was the inauguration of responsible government, in Canada. The successor of Sir Charles Bagot, Lord Metcalfe conceived a prejudice against the Ministry of which M. Lafontaine was a member, also succeeded in compelling them to resign, on the ground that he had made appointments and offers of appointments without their knowledge or advice. A party contest of no ordinary vehemence followed, in which the name of the Governor General was mixed up in a way that has fortunately since become impossible. The election went in favor of the Governor and against his late advisers. The majority, one or two at first finally increased to about seven; and in this way Mr. Draper held the office of first Minister till early in 1848, a new election having in the interim changed the majority largely the other way, when on a motion of non-confidence moved by Mr. Baldwin, and if we remember rightly seconded by M. Lafontaine, the Ministry of Lord Metcalfe's preference fell. He had himself, in the meantime, left the Province, in the last stages of a terrible disease, and died. Now came the period of M. Lafontaine's greatest power. The majority was enormous: but it was overweighted and inclined to fall to pieces. But this tendency was not observable in the Lower Canada section. M. Lafontaine, at an important and in some respects critical period rendered good service to the country. He reconciled Lower Canada to a union it had detested, and did much to knit together two people in indissoluble bonds. But he was a finality statesman, and when he retired he had reached the farthest goal of progress, against the feudal tenure he would consent to no movement. Against the Clergy Reserves he would second no crusade. At this moment, full of success and honour, not yet having lost the confidence of his friends, he retired. Becoming Chief Justice of Lower Canada, he was created a Baronet, and discharged the duties of that exalted position with credit and advantage. His premature death will be generally regretted by the people among whom his judicial functions were performed.—*Leader*.

#### No. 13.—CHAS. JOSEPH CHAUSSEGROS DE LERY, ESQ.

One of the Seigneurs of Rigaud Vaudrieul and other places, eldest son of the Honorable Charles Etienne Chaussegros de Lery, member of the Executive Council, and of the late Marie Josephte Fraser, and nephew of the late Viscount de Lery, Lieutenant-General in the service of France, was born at Quebec on the 2nd Sept. 1800. Descended from one of the oldest families of the Province, whose members, both under the French rule and the present Government, filled, with general approbation, the most important offices of trust in the colony; allied to the best Canadian families, and by

the mother's side, to the most illustrious houses of Scotland, Mr. de Lery nobly bore his honourable name. After having with honor and success, devoted the first and greatest portion of his life to the service of his country, in the career followed by his father before him, he abandoned—now some fifteen years since—public life to devote himself exclusively to the advancement and colonization of his seigniory. Under his management, and that of an able and worthy friend, the respected curé of the parish, St. Francois, now noted for its gold mines, progressed rapidly and soon became the most important parish in the county. Mr. de Lery was frequently solicited to re-enter the arena of politics, but always persistently refused; he preferred to devote his leisure hours to the interests of his *seigneurs*, who all respected him as a father, and often submitted their mutual petty disagreements to his arbitration. His wealth, social rank, knowledge, and above all, his urbanity, rendered the task to him an easy and an agreeable one and all who came to consult him and lay before him their little differences, invariably returned home satisfied with his decisions. He could not, however, always resist the wish, respectfully urged, of his fellow-parishoners, who twice elected him Mayor of St. Francois de la Beauce, and *Préfet* of the county, which office he filled until the hour of his death.—*Journal*.

#### No. 14.—DANIEL LEWIS, ESQ.

Another landmark has been removed, another pioneer of this Peninsula taken from amongst us, but full of years. Col. Daniel Lewis, of Stoney Creek, died at his residence, on Wednesday, after an illness borne with great patience and fortitude. The son of a U. E. L., he was born in 1790, in the Township of Grimsby, where his father settled after repudiating the new republic formed out of the original thirteen Provinces, and was the second white child born in the Township. He early inculcated the principles of loyalty, and evinced devotion to his sovereign and country. At the breaking out of the war of 1812 he entered the field with a Lieutenant's Commission, and served two years on the frontier with his company. In 1837, being a captain in the militia, he was over eight months engaged in assisting to suppress the rebellion. In 1850 he was gazetted Lieut.-Colonel of the 7th Battalion Wentworth Militia, which commission is now vacant by his death. He held several prominent positions, and was frequently urged to come forward for Parliamentary honors, but always declined. He was placed on the Commission of the Peace in 1828, and remained upon it till 1862. Col. Lewis was a man in every sense of the term, and no one ever had a larger share of public esteem. As a Canadian he had no superior as a patriot; he served his country faithfully when danger threatened, and was ever true to its interests. He lived on the farm where the battle of Stoney Creek was fought, and could tell many interesting incidents of that eventful period.—*Hamilton Spectator*.

### VII. Miscellaneous.

#### "NOW I LAY ME DOWN TO SLEEP."

In the quiet nursery chambers,  
Snowy pillows yet unpressed,  
See the forms of little children,  
Kneeling white-robed for their rest,  
All in quiet nursery chambers,  
While the dusky shadows creep,  
Hear the voices of the children—  
"Now I lay me down to sleep."

In the meadow and the mountain,  
Calmly shine the winter stars,  
But across the glistening low lands  
Slant the moonlight's silver stars,  
In the silence and the darkness,  
Darkness growing still more deep,  
Listen to the little children,  
Praying God their souls to keep.

"If we die,"—so pray the children,  
And the mother's head drops low;  
(One, from out her fold, is sleeping  
Deep beneath this winter's snow)  
"Take our souls,"—and past the casement  
Flits a gleam of crystal light,  
Like the trailing of his garments  
Walking ever more in white.

Little souls that stand expectant  
Listening at the gates of life,  
Hearing, far away, the murmur  
Of the tumult and the strife;

We who fight beneath those banners,  
Meeting ranks of foemen there,  
Find a deeper, broader meaning  
In your simple vesper prayer.

When your hands shall grasp this standard,  
Which, to-day, you watch from far,  
When your deeds shall shape the conflict  
In the universal war,  
Pray to Him, the God of battles,  
Whose strong eye can never sleep,  
In the warring of temptation,  
Firm and true your souls to keep.

When the combat ends, and slowly  
Clears the smoke from out the skies,  
When, far down the purple distance,  
All the noise of battle dies,  
When the last night's solemn shadows  
Settle down on you and me,  
May the love that never faileth,  
Take our souls eternally.

## 2. UNAVAILING REGRETS OF THE MOURNER.

I saw a pale mourner bending over a tomb, and his tears fell fast and often. As he raised his weeping eyes to heaven, he cried, "My brother, oh! my brother!"

A sage passed that way and said, "For whom dost thou mourn?" "For one," replied he, "whom I did not sufficiently love whilst living, but whose inestimable worth I feel now that I have lost him."

"What wouldst thou do, if he were restored to thee?"

The mourner replied that he would not offend him by one unkind word, but would take every occasion to show his friendship, if he could come back to his fond embrace.

"Then waste no time in useless grief," cried the sage, "but, if thou hast friends, go and cherish the living, lest thou shouldst have to mourn for thy neglect of them when they are called away from this world."

## 3. THE VALUE OF CANADA TO ENGLAND.

We take the following from a letter written by Mr. George Augustus Sala, to the *London Telegraph*, from Montreal:—

"When I say that the Bank of Montreal is one of the finest examples of Corinthian architecture to be found in the American continent; that the Rue Notre Dame is full of gay and handsome shops, very like those of the Rue St. Honore at Paris; that the Bonsecours market is an imposing edifice in the Doric style, which cost two hundred and eighty thousand dollars; that the Court House, or Palais de Justice, and the Post-office, are both vast and noble structures, and that the city is full of cottages, and schools, and hospitals, the *blase* and the indifferent among my readers may perhaps begin to yawn, and to say that they have heard all this sort of thing before. I respectfully submit that, to all its intents and purport, they have about as definite an idea of Montreal, of Toronto, and of Quebec, as they have of Owyhee or of Antanarivo. Is it impertinent in me to assume that my friends at home are as ignorant as I was the day before yesterday? It seems to me that, abating a few merchants, a few engineers, and a few military men, it has hitherto been nobody's business in England to know what the Canadas are like. It is not the 'thing' to go Canada. One can 'do' Niagara without penetrating into the British Provinces. English artists don't make sketching excursions thither. The Alpine Club ignore it. Why does not some one start a Cataract Club? We let these magnificent Provinces, with their inexhaustible productiveness—for asperity of climate is no sterility—their noble cities, their hardy and loyal population, go by. We pass them in silence and neglect. We listen approvingly while some college pedant, as bigoted as a Dominican, but without his shrewdness, as conceited as a Benedictine, but without his learning, prates of the expediency of abandoning our Colonies.\* If we meanly and tamely surrendered these, the brightest jewels in the Queen's crown, can we tell into whose hands they would fall—what hatred and ill-will might spring up among those now steady and affectionate in their attachment to our rule, but from whom we had withdrawn our countenance and protection? But Canada has been voted a 'bore,' and to be 'only a colonial' would apply, it would seem, to a province as well as to a bishop. I have not the slightest desire to talk guide-book, or even to institute odious comparisons, by dwelling on the strength and solidity, the cleanliness and comeliness, the regard for authority, the cheery but self-respecting and respect-exacting tone which prevails in society; the hearty, pleasant, obliging manners of the people one sees at every moment in this far-off city of a hundred thousand

souls, with its cathedrals, its palaces, its schools, its convents, its hospitals, its wharves, its warehouses, its marvellous tubular bridge, its constantly-growing commerce, its hourly increasing prosperity, its population of vivacious and chivalrous Frenchmen, who, somehow, do not hate their English and Scottish fellow-subjects, but live in peace and amity with them and who are assuredly not in love with the Yankees. But it really does make a travelling Englishman 'kinder mad,' as they would say south of the forty-fifth parallel, when he has just quitted a city which, in industry, in energy, and in public spirit, is certainly second to none on the European continent; and which, in the cleanliness of its streets, the beauty of its public buildings, and the tone of its society, surpasses many of them—to know that a majority of his country are under the impression that the Canadian towns are mere assemblages of log-huts, inhabited by half-savage backwoodsmen in blanket-coats and moccasins, and that a few mischievous or demented persons are advocating the policy of giving up the Canadas altogether. Happily there is a gentleman in Pall-mall who has been to Canada—who has seen Quebec, Toronto, and Montreal. The name of that gentleman—the first in our realm—is Albert Edward, Prince of Wales; and he knows what Canada is like, and of what great things it is capable."

## VIII. Short Critical Notices of Books.

—THE BRITISH NORTH AMERICAN ALMANAC AND ANNUAL RECORD FOR THE YEAR 1864.—Montreal: John Lovell.—We are proud to see this national work of Mr. Lovell's. It is a volume that will fittingly represent the British North American Provinces abroad, and will do much towards enabling the people of Britain and other countries to form a juster estimate of the importance and capabilities of these Provinces; and the publisher, no doubt, has had this commendable object partly in view in devoting so much space to the articles on the "Natural Advantages of the Country," the "Intercolonial Railway," the "Gold Mines," "Emigration," &c. To the people of these Provinces, this Year Book is replete with matters of interest in its varied subjects of information. The statistical tables place a vast amount of carefully compiled facts in the hands of the public; so, its list of members of the Council, Legislative Assembly, Judiciary, Clergy, the Military and Volunteer Forces, &c. Indeed, in its wealth of well-digested information, the volume cannot fail to be indispensable to the merchant and the professional man, and of great utility to all classes. There are many features, also, in this Almanac, which will be readily noticed, that give it its representative character. The Historical and Topographical chapters, the account of the Hudson Bay Territory, the Sketch of the State and Progress of Education, the Geographical Outlines, the Patents granted, and the Chronicle of Events, all furnish, in this admirable compend, the desired information relating to the condition of the country that elevates the work into a Provincial Encyclopedia. There is much else in this Year Book of value and interest to the people of these Provinces, but we have only space to add that we esteem this Almanac a necessity to them, and we trust that they will accord the work the support that it deserves, and enable the patriotic publisher to make it even more useful in future years.—*British American Magazine*

—FIRST LESSONS IN SCIENTIFIC AGRICULTURE.—By J. W. Dawson, F.R.S., LL.D.—Montreal: John Lovell.—The public owe many thanks to Principal Dawson and Mr. Lovell, for this last addition to "Lovell's Series of School Books." Any thing that helps to improve our farmers and farming is a public benefit, and we hope the time will soon be, if it be not already past, when it shall be considered necessary for a farmer to be possessed of only a very slight education. When Agriculture shall be regularly a branch of study—something to be learned as well as Law, or Medicine, or any other study, we shall hope to see many more intelligent, cultivated farmers, the real strength of a country like ours, and fewer very indifferent doctors and lawyers, traders and clerks. Thanks then to Principal Dawson for an effort to help in the right direction, to show that the tillage of the soil may be improved by a little tillage of the brain also. We hope his little book may not only cause in many places two blades of wheat to grow where only one grew before, but also two sowers of wheat to grow up in many a family instead of one. The book is strictly an "elementary" one, intended to be used in schools or by individuals for their own private instruction, and the Principal advises it to be followed by some of the larger works on agriculture, when students shall have so mastered this as to be able to use them to advantage. Mr. Lovell could have made no more useful addition to his excellent series of Canadian school books.—*Montreal Gazette*

\* Quære. Professor Goldwin Smith, in his fallacious "Empire"!

— **AIR BREATHERS OF THE COAL PERIOD.** By J. W. DAWSON, LL.D. F.R.S., MONTREAL: DAWSON, BROS.—This highly interesting essay by the accomplished Principal of McGill University gives the result of his discoveries from fossil remains of animals belonging to the coal period in Nova Scotia. Most of the matter contained in the essay has already appeared in the pages of the Canadian Naturalist and Geologist, but we are sure there are none of the readers of that magazine but will be pleased to see these valuable papers collected into a separate publication. Photographs of a creditable kind, taken by Mr. G. R. Prowse, add to the value of the work.

## IX. Educational Intelligence.

### CANADA.

— **QUEEN'S UNIVERSITY, KINGSTON.**—At a meeting of the trustees of Queen's University on Tuesday evening, Mr. Robert Bell, who has temporarily filled the chair vacated by Dr. Lawson, was unanimously elected to the Professorship of Chemistry and Natural History.—*Kingston News.*

— **THEOLOGICAL FELLOWSHIP IN QUEEN'S COLLEGE.**—A gentleman in Montreal has, with considerable liberality, put at the disposal of the Principal of Queen's College the sum of £50 for the benefit of the student who last year gained the Theological Fellowship. Four Fellowships were instituted—one in each of the four Faculties of Arts, Medicine, Theology, and Law. They were intended to be mere honorary at first, but it was hoped that they would be ultimately endowed, so that the holders after completing their studies in this country, might have the means of travelling or studying in Europe. The Rev. Donald Ross, M. A., B. D. is entitled to the munificent gift of the above enlightened patron of higher education.—*Kingston News.*

— **BELLEVILLE SEMINARY.**—Honor classes for the quarter ending Feb. 3rd, 1864.

#### Advanced Department.—First Class.

E. A. Angell, Forestville, N. Y. .... 5 51

#### Second Class.

S. S. Avery, Forestville, N. Y. 5 46 | G. R. Shepard Belleville .... 5 12

M. Danby, Concord. .... 5 39 | Nellie Cowan, Belleville .... 5 08

C. P. Kellog, Kent bridge .... 5 29 | Freeman Lane, Augusta .... 5 05

#### Primary Department.

Miss E. Farnham, Canifton ... 5 14 | Albert Mallory, Cobourg. .... 5 07

There are some twelve students of the school prosecuting the University course in Arts: some are in the second year, some in the first, and the remainder about matriculating. Of the young ladies, some six are pursuing the course of study prescribed by the Faculty for young ladies, and of these three have the course nearly completed. There are likewise several students undergoing special preparation for Law Examinations.—*Intelligencer.*

— **PRESBYTERIAN FEMALE COLLEGE.**—The Canada Observer is agitating for a female college in connection with the Canada Presbyterian Church. It says Presbyterians have only three choices at present: 1. To leave their daughters comparatively uneducated; 2. To send them at heavy expense to private boarding school; 3. To avail themselves of Wesleyan or Baptist female colleges.—*Kingston News.*

— **BARRIE GRAMMAR SCHOOL.**—We learn that the Rev. William F. Checkley has been appointed Head Master of the Barrie Grammar School. Mr. Francis Checkley, whose name has already been mentioned in connection with the School, having, we believe, found some difficulty in the way of a change. The present appointment must give general satisfaction, as it will be remembered that Mr. Checkley has been for many years Master of the School, and that during his incumbency its reputation extended over this and the sister provinces. His pupils hailed from all parts of Canada, and some of them even from New Brunswick, and as far off as the Red River settlement. In fact the Barrie Grammar School, when he held it, was the best in the Province, it was a well known fact that the young men who studied there almost invariably obtained College or University honors when sought for, or passed the examinations required before studying for a profession in a highly creditable manner. Mr. Checkley's reputation obtained for him the unsolicited appointment of Rector to the Model Grammar School in Toronto, and his leaving Barrie was a matter of very general regret, not only to parents who had children to be educated, but to all who were interested in the prosperity of the town. The Model

Grammar School was closed by the present Government, and Mr. Checkley having property in Barrie, returned here to reside and by the death of Mr. Johnson, again resumes his former duties.—*Northern Advance.*

— **PRESBOTT SCHOOL.**—The pupils of the senior division of the Prescott Common School presented their teacher, Mr. Byrne, on the occasion of his leaving the school, for a new sphere of labor, as editor and publisher of the Prescott *Telegraph*, with an Address, and a copy of the "Encyclopedia Americana."

— **SCHOOL LANDS OF CANADA.**—From the last report of the Commissioner of Crown Lands we learn that the receipts from Grammar School Lands were, altogether, \$7,887; and from Common School Lands, \$128,390. In each of these cases the receipts were below those of the previous year.

— **MORRIS COLLEGE, Quebec,** has become affiliated with McGill University of Montreal.

### GREAT BRITAIN.

— **HONOURS AT CAMBRIDGE.**—It appears that 104 gentlemen took honours at Cambridge this year, of whom 43 were wranglers. In 1863 the number was 100, and there were 33 wranglers; in 1862 the number was 85, and there were 32 wranglers; in 1861 the number was 93, and there were 34 wranglers; and in 1860 the number was 121, and there were 33 wranglers. On the restrictions as to the classical tripos being removed, in 1861, the mathematical honour-list perceptibly diminished in honours. Trinity College, this year, in addition to the senior, second, and fourth wranglers, claims 13 other wranglers; seven representatives of this great college are among the first twelve wranglers.

— **A LADY ON EDUCATION.**—Lady Pigot made a speech on education at a public meeting in Cowlinge, England, a short time since. Her ladyship spoke at considerable length with much seal and energy, and was loudly applauded.

— **SPURGEON'S COLLEGE.**—This is one of the remarkable institutions of the day. In 1856, feeling that none of the colleges were adapted to men utterly without education, and that most of them gave more prominence to scholarship than to fitness for the pulpit, Mr. Spurgeon engaged the services of Rev. George Rogers, of Camberwell, as a tutor by whom a few pious students might be prepared for the ministry, in a way consistent with his view of the needs of the churches. The college began in the house of the tutor, with one pupil. In 1861, there were sixteen students to remove to the new class-rooms of the Metropolitan Tabernacle, and now there are there sixty-six young men, receiving not only education, but board, books, and in some cases clothing, free of expense. There are also one hundred, and eighty-two young men receiving, from properly qualified tutors, a business and classical education on week-day evenings. And all this work has been done for seven years with no expense whatever for collecting agencies, the high spiritual tone of the institution being sustained through prayer and faith in God. At first the money expended was mostly from Mr. Spurgeon's private purse, but as the work enlarged, this became insufficient.—He then with prayers and tears communicated to his people the needy condition of the institution, and the Lord sent help. Contributions came in, not only from his own people, but from strangers and the good work was not suffered to fail or falter. Now the annual expenditure is £3000, and still larger accommodations are needed. Many pious students are begging admission: churches are importuning for pastors from thence, and a wide field of labor is opening before them. The number of pastors sent out from the institution already is thirty-eight, and marked success has attended their labors in England, Ireland, Scotland, Newfoundland, and Australia. One within one year had baptized seventy-six persons; and received in all one hundred and twenty-seven to the membership of his church. Another in three years had baptized one hundred and seventy-seven; another in two years and a half one hundred and ten, eighty of whom had found Christ under his preaching. And these are but a few of the results of this blessed work.—*London Morning Star.*

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All communications to be addressed to J. GEORGE HODGINS, LL.B.,  
Education Office, Toronto.

# JOURNAL OF EDUCATION, Upper Canada.

VOL. XVII.

TORONTO: APRIL, 1864.

No. 4.

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## RECENT EDUCATIONAL SPEECHES IN ENGLAND.

(Fourth series, continued from page 35.)

### VII.—MOST REV. DR. THOMPSON, ARCHBISHOP OF YORK.

At a late distribution of prizes, and certificates awarded to students at the Oxford, Cambridge and Durham University, middle class examination, and those of the Society of Arts, of the West Riding of Yorkshire, held in Leeds, His Grace the Archbishop of York delivered an address, from which we make the following extracts:—

#### THE ADVANTAGES OF COMPETITIVE EXAMINATIONS.

A great deal has been said on the subject of competitive examinations. Some people have a kind of fear of examinations. That fear, I confess, I cannot share; for it seems to me a thing most obvious that when a person has been teaching and another taught, both should have their teaching and their reception of knowledge fairly tested by some third person competent to form an opinion between the two. Is there anything unfair in that towards the educator? Not at all. Now, put the strongest case. At the first examination at Oxford several schools sent up boys for competition, and every boy was rejected; and rejected from a want of knowledge of the most elementary subjects—a knowledge of reading, writing, arithmetic, and the rudiments of geography. Was it wrong as regards the interest of the educator to expose thoroughly the mistaken track which he was following? On the contrary nothing could be kinder. Now, as regards the pupils, I am sure that the pupil, and every one interested in the pupil, ought to encourage institutions of this kind to the very utmost. There is no parent, or hardly any parent, competent to judge

of himself whether the education his son is receiving is a real education or a mockery of it; and in that respect even now there is a great deal to learn, for I find recorded, even this year that out of 100 candidates no less than 40 failed to obtain the certificates which they sought—40 per cent. of failures. Surely this shows distinctly that teachers and pupils have not brought themselves yet into harmony with the examination, not yet learnt what is required of them, and the consequence is that instead of 5 or 10 per cent. of failures, arising from accident, nervousness and miscalculations, we have the enormous number of nearly one-half. So much for the failures; now for the successes. It is a good thing for the pupil, surely, if he has great merit, that that merit should be found out. I have myself seen, as head of a College in Oxford, men come to the University to be matriculated there, and they have told me that their reason for coming there was that they had obtained a first class in the local examinations; and so their friends told them it was worth their while to train for a learned profession, and their course of life had been changed accordingly. That is what examinations do for us. They tell us what we are.

#### WHAT A SCHOOL EXAMINATION REALLY DOES FOR US.

There is no magic about an examination. There is nothing on the one hand to be feared, and on the other there is no great change to be hoped for from the examination; but by an examination we do exactly what a merchant or tradesman does when he adds up his books and ascertains exactly how the matter stands; and so, my friends, I rejoice to think that this institution, and all similar institutions in the country, are putting to flight a great deal of well meant quackery in the way of education, and are enabling parents and pupils to know whether they are receiving just that commodity which they hope to receive when they send a son to school to be educated. Every teacher who is worth anything, every master who has a school well educated, delights to be inspected. The highest schools in the country court inspection, send to Oxford and Cambridge for examiners, and have their classes one by one before them, and then it is seen whether they are going on well, and they are not afraid of criticism; and surely every parent is deeply concerned that there should be a fair system of inspection throughout the country, and that they may know exactly what that which goes under the name of "education" really is. The Grammar School takes pains to get inspected, independent of the testing that is constantly going on,—namely, the testing of the youths they send up to the University.



sities; and the lowest National Schools are inspected by a perfect organization; and we ought to take care that every school in the country is similarly inspected.

#### THE AWAKENED LOVE OF KNOWLEDGE AN INCENTIVE TO EDUCATION.

I know there are many—who are labouring to cultivate themselves by the means of the examinations of the Society of Arts and other similar methods. I cannot help saying a word or two to those persons who are so striving to improve the little leisure they have, and to make profit of it by the increase of their knowledge. I am quite sure that if I were to appeal now to the self-interest of such persons, they would tell me honestly that it is not mere self-interest that makes them spend their scanty leisure over books, and their scanty funds upon the purchase of books. It is something far better. It is not the wish for an increase of salary or future partnership. If I could question such persons they would tell me:—“We love knowledge because we love it, and, if we think further why we love it, we love it on the same ground that we love strength, or grace, or beauty; we love it as a gift of the Almighty; we love it because we know it is our duty to cultivate everything that is given to us; we love it because we see its intrinsic dignity and worth, and thus honour it without any reference to self-interest at all.” I would say to those persons in the first place—“Don’t suppose that we who have got our Greek and Latin on board have any monopoly of real knowledge.” There is no doubt in the regular education many of us have received a great advantage; but this I know, and I do not exaggerate, and I speak from papers that have passed under my own eye, and I say again that the papers in divinity which I have read from boys of 16, 17, and 18 would have done credit to any undergraduate of the University who had spent his whole time in the most careful education. I have also examined papers in logic, a subject that I paid some little attention to, and not a few of them were remarkably good, some well expressed, the subject thoroughly well read and mastered, and, having seen a good deal of University logic, I am enabled to say that those papers would have done credit to any University examination, even to the most promising candidates there. Take courage, therefore, and, depend upon it, that there is no barrier that you may not overcome, and that you have within you the power and means of cultivation in several most important branches of study.

#### IMPORTANCE OF STYLE IN SPEAKING AND WRITING.

Now-a-days I am afraid we pay very little attention to style. It is so with our public speakers; it is so everywhere. Our habits are habits of business, and we think that if we get our meaning expressed anyhow that is all we need care for. Now, no doubt in this respect the regular education of a public school, of a University, may have some advantage. No doubt the study of models of style occupies a great portion of our time at school and College, and so I would ask all of you to remember that there is a great deal more in style than the mere matter of fancy or taste. It is the means of communication between one man and another. If it is only in the writing of a clear and lucid letter, if only in making a clear statement at a local meeting, or the like, still, it is well worth the trouble which must be given to acquire it. It is the habit of putting one’s thoughts into a clear, plain, and perspicuous form. Now, observe, all the great books we prize and keep upon our shelves are remarkable for having each its own marked style. You may depend upon it that it is not so much by the matter that the book keeps its hold upon the public mind as by the form in which the matter is presented; and so I advise you that, instead of thinking only of the facts you have to acquire of the science you wish to know, to think a good deal also of that language which is the means of intercommunication, and to take care that the language in which you dress your thoughts or speak to your friends, or put your thoughts on paper, that that language is always good and suitable to the subject.

#### SUPERFICIAL KNOWLEDGE VS. ACQUIRED AND ASSIMILATED KNOWLEDGE.

It is a characteristic of this day that we are all pretty well informed about a great many subjects. The morning paper somehow puts us all upon a level, and I am afraid that some of us are content to hawk about the morning paper for the rest of the day. But it is an old mistake to suppose that once we have gone over this knowledge with our eye and remember a good deal of it, it is our knowledge. No knowledge is ours until we have digested and assimilated it and made it part and parcel of ourselves, and there is no more certain way of dwarfing the mind than taking at second hand all opinions and thoughts and being content with them; and, however good the guide, the case is not the least altered. There is no cultivation in it. You remember the controversy about Bacon, in which Lord Macaulay expressed an opinion that it was possible the engine-driver knew more than Lord Bacon, because he knew more about the steam-engine than Lord Bacon. I do not think that was meant

in a sense adverse to the reputation of Lord Bacon, but possibly to some of Lord Bacon’s facts, gathered judiciously in the course of time; yet the mode of scholarship Bacon has gone through was worth accumulating apart from the facts. To have the genius, mind, and knowledge of Bacon was perhaps a better thing than to have the facts about the steam-engine. Now, in order to avoid that superficiality of mind let us, besides our general acquaintance with several subjects, have our one subject on which we concentrate our minds, and to which we give a great deal of study. Do not be content with being merely well informed, but let us try to digest information; and how can we do that better than by saying on these particular points, “I will try to read and examine almost all that has been said, and then form my own conclusion, and exercise my free, unbiased, independent judgment?” You will find that a great remedy against what I consider the principal intellectual danger of this time.

#### THE PEN A TEST OF THE KNOWLEDGE WHICH WE HAVE ACQUIRED.

The very best master of thinking is the pen. “Writing,” says Cicero somewhere, “is the best master of public speaking,” by which he meant, of course, that when we come to write our thoughts down, and write them down again and again, we get accustomed to clothe them in the proper dress, and we take care that the dress is all trimmed, succinct, and in order, and so when we get upon our legs to speak we find that the speech flows easy. Another great man of a different stamp entirely—it was Priestley—says, “When I want to know a subject I write a book upon it.” That seems rather to invert the natural order, but it is not so. What he meant was that “Whereas, when I am a mere reader, a very loose and superficial acquaintance with a subject serves my turn, and enables me to talk about it at dinner table, and to form an opinion on what I read about it; but when I come to write my thoughts down that empty, superficial treatment will not do, and I am compelled to explore every hole and corner of it, and I come to know the thing thoroughly instead of half knowing it.” So I advise students to keep their pens in their hands. I do not say that you are to write a book—perhaps that would be rather overwhelming—but I say to write an essay, or answer well a question, or write a little tract—if it is afterwards put into the fire even—is a good mode of self-education, and secures that our knowledge shall be thoroughly acquired. It is a kind of examination and inspection of one’s self when the examiner from Oxford is not there.

#### TRUE KNOWLEDGE AS AN ENLIGHTENER AND PURIFIER.

I am convinced that knowledge need not be feared. I am convinced, speaking as a minister of religion, that it is better for me to deal with the man who is educated—I speak not now of religious education only—it is better for me to speak to the cultivated than to the uncultivated man. I am afraid that those dreams of Arcadian simplicity—that the notion that the country with ignorance is very pure, and the town with its accomplishments and acuteness is very demoralized—I am afraid on inspection those visions of simplicity vanish away, and I am afraid it would be found that vice prevails in those remoter and less enlightened regions which in the town are never heard of at all. I am, therefore, not afraid of knowledge. I know, my friends, what kind of knowledge is best, but I sympathize thoroughly with all those who wish to know the mind that God has given them, to know the world that God has created, to know the various tongues in which other men express themselves. All that need not be good, but at all events it may become the great instrument of good; and I, speaking for myself, would rather deal with the man of cultivation than with the man who had received no instruction at all, because at least with the one I can find the way into his mind, and wrestle with him on very fair terms; but as to the man who has not education, the difficulty is to find words to talk with him at all. And so I sympathize deeply with those who are trying their best to cultivate the faculties which Almighty God has given them. I find in the pages of the Old Testament that wisdom and knowledge are always spoken of as Divine gifts—as something worthy of honour—and I do not find anything to the contrary in the New Testament. In the New Testament there are certainly some cautions against knowledge, but it was Pagan knowledge then sullied with all sorts of impurity; and the Pharisaic knowledge hardened against the Lord and against truth. That kind of knowledge is condemned in the New Testament because it was not worthy of the name. It was only half knowledge. But the spread of the Gospel used the labours of St. Paul, and he was a man who had received the best education his times could afford. It is no outstanding exception that the Gospel has had for its instruments a St. Chrysostom or a St. Augustine—that the Reformation found a Melancthon ready to its hand—or that in this country there was a Bishop Butler found prepared to argue against the sceptical philosophy which prevailed in his time. I say there were no exceptions,



but that men are raised up by the Almighty to be instruments in his hands : and if so, knowledge is of some use—knowledge can be made the instrument of the highest good to man. But the true knowledge is that which does not puff up—the true knowledge is that which, when it looks upon the world around it, sees the very littleness of all its own efforts, and the impossibility of covering the wide field before it. Does that leave any room for pride and self-conceit? To the man who has acquired a little knowledge, and become vain and conceited, I would administer the homoeopathic treatment of a little knowledge more. And why? Because, in fact, no man can really look upon the field of knowledge without perceiving how infinitely vast it is ; and when we see it is no longer possible for even the greatest among us to become a kind of walking encyclopædia, or to be even as great in mind as a *David* or a *Leibnitz*—when we see that science is so explored and ramified that we must be content with only a little, and that possibly only one science is too much for one man's life to master, then I think we are very near this further lesson. If knowledge cannot all be conquered what is there we can thoroughly conquer and subdue? Can we not turn within ourselves, and say that, although I find, after all I am but as the child which picks up shells on the shores of the great and unfathomable sea, still I may take a lesson from that, and say that the object of learning is not that I should conquer everything, because that cannot be, but it is that I may do my duty here as a unit in the great population which God has poured over the world ; that if my knowledge cannot be perfect, the sense of duty with which I am penetrated, and the sense of love towards my kind which fills me, may at least be perfect and complete, for these are mine to cultivate.

## 2. RECENT EDUCATIONAL SPEECHES IN CANADA.

(Fourth Series, continued from page 37).

### VII.—REV. JOHN ALEXANDER, OF MONTREAL.

From a lecture delivered by Mr. Alexander before the Young Men's Christian Association of Montreal, we make the following extracts :

#### THE ELEMENTS OF SUCCESS IN LIFE.

The subject of the lecture was practical in its character and bearing, to the young. Life was before them ; the race was to be run,—the battle to be fought ; and its course would be according as it was regulated by attention, prudence, and wisdom. None should expect to get through life easily. All must struggle with competitors, or remain at the foot of the ladder ; for it was only through many trials that the crown of successful life was won. Their motto should be "diligent in business," as well as "fervent in spirit" ; for nothing but persevering labor could bring success in life. And, first, how might they be most successful in life? Each case had its own peculiarity, but the primary necessity in all was that the individual should have a natural adaptation, and a liking for the profession in which it was sought to place him. The neglect of attention to this had been the ruin of thousands of youths, who, without a steady purpose, had floundered through life abortively, who, had their wishes and tastes been consulted, would have pursued a successful career of usefulness and honor. The natural bent of the youth should be observed and obeyed, for there was as much a call to the secular pursuits of life, as there was to the ministry. The glory of God and the welfare of man should be consulted in the choice of a profession, for none lived to themselves, but if a man said he had a call to the ministry, yet was not gifted with the power of utterance, he must be mistaken ; he was not meant for the ministry, but would most likely make an excellent tradesman. So it would be a mistake to suppose he was fit for a physician whilst he fainted at the sight of blood, or for a blacksmith, if his arm was void of sinew, or for the head of a mercantile establishment, if he lacked energy, judgment and firmness. It was useless, nay culpable in parents to force a profession upon a boy. Many a youth who had been a dullard in the profession into which he had been pushed, had shone bright with talent when, leaving it, he had attained his proper sphere. The celebrated Dr. William Carey would have made a poor cobbler, the trade to which he was put, for he never had his heart in mending shoes and boots, yet he subsequently became one of the most renowned Oriental scholars.

#### FIRST AND SECOND ELEMENTS OF SUCCESS IN LIFE.

For a man to be successful in his profession required the whole of his attention. The merchant who felt within him strong scientific leanings or literary aspirations would not succeed, and the physician who had a predilection for stock-jobbing would have his mind disturbed, and his attention distracted from his patients by the fluctuations in the money market. The rule was that a young man's interest, should be thoroughly absorbed in his business or profession, though always in subordination to the yet higher claims of

religion. The next element necessary to a successful career, was, Character. Talents were dangerous endowments, when unassociated with character. Above all men, the business man should have an unsullied reputation, and character was based upon principle, which was itself founded on truth revealed in the word of God. Hence, the man of principle, believing a certain course of conduct to be right, pursued it, because it was right, not because honesty was the best policy, for honesty did not always seem to be the best policy. The question with him, was, what was his duty? and having ascertained, he followed it in all faith. Character alone would command the confidence of those whose confidence it would be necessary to secure. With it, if a merchant or tradesman had fallen into straits, his creditors, if reasonable men, would be disposed to assist, and set him on his feet ; it would serve him, when the charlatanry and humbug of professing to be making fearful sacrifices, and selling at fifty per cent below prime cost would fail him in his need. But the true measure of success was not in the value of wealth secured, but in the amount of good done ; neither was character mental in its nature, but moral. As an illustration of this, let them contrast the reputation of Samuel. Budget, the merchant of Bristol, with Barnum's. Both were men of amazing energy, both had, at times in their career, risen, phoenix-like, from the ashes of a calamity which would have paralyzed and overwhelmed most men with despair. But Budgett was a man of sterling principle, of sternest truth, and highest honour, to conduct the largest and noblest mercantile transactions, whilst Barnum never could have succeeded except as a showman. His character was destitute of moral principle, which he had himself shown in his Autobiography. The one man's life was a failure, though he should yet die as rich as Croesus, the other was a success, and its owner, worthy of all honorable remembrance. Let young men also look to the influences to which they were exposed. Recreations they must have, then let them be seriously and prayerfully selected. Let their reading be of a solid and improving character, and their recreations be of a nature to improve the physical constitution, and give salutary excitement to the mind ; let them avoid the ball-room, the theatre, the tavern ; let them be careful how they acquired habits, for habits formed character.

#### THIRD AND FOURTH ELEMENTS OF SUCCESS IN LIFE.

The third element of success in life was capital. Capital would always have the advantage over credit. The tradesman or merchant should regulate the amount and nature of his transactions, by the capital at his command. It was a perilous thing for a young man to venture on credit. He should annually lay by a little from his profits to increase his stock of available capital, not be tempted into speculation, but consolidate, rather than extend, his business. No greater folly could be in young tradesmen than the spending of their capital on the outward show of their establishments ; this should be left to old established and rich firms. Labor, skill, enterprise, time, and talent were of yet more value than capital, they were the true and abiding store ; but the object of the young tradesman should, nevertheless, always be to increase the amount of his technical capital.—Young men whilst in the service of others, should save, and lay by in savings banks, and those who are in business should practise economy, and never spend a farthing unnecessarily. But their success would not depend entirely upon themselves, but with another also, for every young man should marry—as soon as his circumstances warranted such a step. Not to do so was bad policy, and worse philosophy. He would recommend young men, in due time, to practise the rule which says, twice one is one, but let frugality and economy, and a disposition to accommodate themselves to circumstances, be amongst their requirements for a wife ; indeed a good, genial, and economical wife would greatly aid in getting capital, in fact she would be capital herself.

The fourth element in success was enterprise, since in whatever profession a young man entered, he would find the road crowded with eager competitors. Every profession was an arena in which some must fall and come to grief. It was no doubt true, that every man who rises in a profession must tread in a path wet with the tears and blood of his fellows. This was the case with the soldier, the physician and the lawyer, but much more was it so in the sphere of mercantile affairs. "The more you have, the less he gets," was, no doubt, the true philosophy of trade. Competition was a sound principle, but often carried out in a wrong manner, to the contravention of the moral law. But when difficult and doubtful cases presented themselves, conscience should be allowed to answer, where reason could not speak. Let them beware, too, not to seek to advance their business by insinuations against their fellow-business men, for the driving of a rival from the field in this manner would not fail to call down punishment. The enterprising man had definiteness of aim, and avoided diffuseness ; enterprise meant perseverance, and the use of all legitimate means, such as advertising to keep a business before the public eye. Above all, having chosen a profession, stick to it. Thoroughness, promptitude, and punctuality,

were also elements in all successful enterprises. But the main motive in business should not be either the gratification of commercial pride, or the mere making of money, but for the power to do good, and the acquisition of a name that would redound to the glory of God. Let those who attained to wealth, prove themselves faithful stewards of the mammon of unrighteousness. Let them aid charitable institutions, and especially the church of Christ, when putting forth efforts for the spread of the gospel. Let them enlarge their contribution as their means increased, and to counteract the danger arising from the earnest prosecution of business, let them engage in some system of benevolence, and by so doing, business would become a practical field for the cultivation of Christian graces.

## II. Papers on Education in other Countries.

### 1. THE EDUCATIONAL SYSTEM IN GERMANY, AND ITS ADVANTAGES.\*

BY CAPTAIN BOSCAWEN IREBTON, F.R.S.

By the method of education pursued in Germany, the pupils, besides receiving instruction, are stimulated by emulation into a system of good conduct and strict moral observances. The general object of education is, that all persons should have the opportunity of gaining, and be encouraged to seek, such instruction as will enable them to become useful members of all communities, and to adapt themselves, by their education and by the development of their talents, to their after-pursuits in life.

It is proved by experience that children, when good encouragement and opportunity is afforded them, are found to possess unknown talents of great utility to the commonwealth, although their commencement has been the most unpromising. I could quote numerous instances of this fact; but I will merely state, that it depends greatly on their early associations as a groundwork for their future advancement. I do not mean to say that cases have not occurred where persons, without such advantages, have made themselves notable by their talents and their discoveries; but I mean to say, that if such persons had received at first a good "elementary education," and afterwards followed it up from class to class, as far as their time and occupation would permit, that instruction so gained would decidedly have raised them much higher, and with greater ease and security, than their talents alone, without such instruction, could have procured them.

The German rule of forced public examinations has great advantages. If the pupils at these examinations get a good certificate, they are certain of being employed either by the state or the town, or that certificate will greatly facilitate any other private employment. This is not the only good result of a public examination; it also enables the parents to find out what pursuits are best adapted to their children's talents; as most children have latent talents, little known even to themselves, which require study and example to develop. Public examinations also avoid, in a great measure, favoritism, which is the bane of all moral advancement. In Prussia, and in some other states in Germany, no persons can be appointed to any state offices, and in some places to any employment as apprentice, or to any trade, without passing a well-defined examination, to show their fitness to enter such employment. Each examination is made in different gradations, according to the education necessary for their various pursuits. These examinations were introduced by Herman Franke, in Halle, in the year 1696.

Money prizes are also given in many states. In 1853 Munich gave altogether twenty-nine prizes, varying from 120 gulden. The first prize was awarded to a postilion's son, a mechanic sixteen years of age. Owing to the cheapness of the country, this sum has enabled him, with the aid of the town, to settle in business. The second prize to a watchmaker's apprentice; and the third to a type-setter.

It is by this liberality on the part of government that parents are encouraged to let their children remain at school; for if they leave before an examination, they cannot reap any of these benefits. And the "principle" that is most detrimental to the progress of education in England is, that the parents take their children too early from school, but which could be, in a great measure, remedied by liberal encouragement from government, who would themselves reap the benefit of it.

The system of education in Germany is a progressive one, and in most places the pupils cannot enter into a higher class or school without passing an examination of their qualifications on leaving a lower class or school.

A Latin or Greek education is only employed by those students entering into higher professions, as surgeons, chemists, &c, not tradesmen and artisans; but it is considered necessary that they should possess a sound knowledge of mathematics, physics, and mechanics in their lower branches. It has been said in England, that, without that system of education, the English workmen bring their work to greater perfection than the Germans; but this is not the fact. The English mechanic works rapidly only at the occupation he is trained to, and does that effectually; but he is, from deficient education, incapable of working any new branch of his business; and high-class labour is scarcer in England than elsewhere; whereas a German, who understands the principle of mechanics and physics, can set to work to produce any instrument or machine the principle of which he can understand. This is found to be the case particularly by philosophical instrument-makers.

The Prussians were the first in Germany to find out the necessity of a national education to the poorer classes, not only for their own good, but for the good of the state. We see in Mrs. Austin's *Germany* that the leaders of that movement were Wm. von Humboldt, Schleiermacher, Niebuhr, and Count Dohna, and the new system of education was commenced when the country was in a most deplorable condition, viz. in 1808, just after the treaty of Tilsit. It was such a year, says Mrs. Austin, that gave birth to the system of national education which has since obtained so much notice and admiration. Pestalozzi's method was introduced, and a pupil of his engaged to teach at Berlin; and, although the country was in a state of poverty the Government gave 150,000 thalers for educational purposes. The King also presented to the university the palace of Prince Henry. "It was the highest example," says Fitch, "of a practical respect for science ever afforded by a state; for the measure was entered upon during a period of the direst oppression, and under the greatest financial difficulties. It was not a matter of display that was sought for, but an instrument to give new health and vigour to the nation."

In all lands you find, from the earliest period of civilization, that those states wherein education has been made the standard of all advancement in worldly pursuits have raised themselves to the greatest pre-eminence.

The greatest increase of pupils in all the industrial schools in Germany is worthy of notice, showing that the people begin to see the practical necessity of industrial education to enable them to keep pace with the rapid strides that science and manufacture are now making in all parts of the globe, and that the country that does not encourage this system of solid education for their youths must lose caste both morally and financially.

Industrial education has been much neglected in England, and it is very rare to find artisans well instructed in the lower branches of mathematics, physics, and mechanics; whereas in Germany it is very uncommon to find any who are not well instructed in all these branches of knowledge. I know from experience that many old hands in the English factories know nothing of the rationale of their business, and fancy, through want of education, that their work cannot be surpassed. Their labour is all chance, and they always follow up the same routine without any likelihood of improvement, the why and the wherefore being never thought about. The Exhibition of 1851 has done much good in undermining this state of ignorant prejudice, as it has opened the eyes of many foremen and workmen who were before that bigoted to their own opinions. The establishment essential for this country, and which would be highly popular, would be a large industrial school in London, copied from the polytechnic schools of Vienna, Hanover, Dresden, the (Gewerbe) Industrial Schools of Berlin, Carlsruhe, &c, the best plan being taken from each of them, with branch schools belonging to it in all parts of the country, as in Prussia.

In some towns in Germany they have large gardens, in which only the students are employed, and paid for their labour; there is a house in the garden in which they make nets for walls, matting, straw hats, &c.; so that they are always employed. If the custom of organizing such institutions were established in many towns in England, it would be another encouragement for parents to allow their children to remain at school; and it would, I am convinced be found to be a profitable speculation.—*National Society's Monthly Paper*.

### 2. EDUCATION IN FRANCE.

The Emperor in his celebrated speech at the opening of the French parliament, said that since 1848 the populations receiving education have increased by one-fourth. At the present time there are nearly five-millions of children, of which a third obtain gratuitous instruction in our primary schools. But our efforts ought not to relax, since 600,000 more remain deprived of instruction. The higher studies have been revived in our secondary schools, where the course has been specially reorganized.

\* Extracted from *Essays upon Educational subjects*, edited by Alfred Hall.

### 3. IMPROVEMENT IN THE CONDITION OF FRENCH TEACHERS.

The Emperor of the French (says the *Reader*) has of late taken decisive steps towards the amelioration of the state of schoolmasters in France. Their annual income, which formerly was not to be less than 600f., has from the commencement of this year been raised to 700f. The schoolmistresses, 4755 in number, who have hitherto received 400f. annually, are to have 500f. for the future. Nor are delays and irregularities, such as have hitherto not unfrequently been complained of, to be suffered any longer. The head-masters in the primary schools will have their salaries increased from 2000f. and 3000f. to 2,400f. to 3,600f. respectively; the ushers from 1000f. and 1,800f. to 1,200f. to 2000f. The school in the rural communities is henceforth to be, together with the parsonage, the "model house of the village" with respect to architecture, neatness, cleanliness, and airiness. Whenever a new teacher is installed the communities are to pay 300f., to which the state will add an equal sum, in order to procure decent furniture for his house. In case of need the public chest of the department is further to aid the communities.

### 4. EDUCATIONAL MATTERS IN THE UNITED STATES.

**MAINE:** The editor of the *Maine Teacher* (who is also State Superintendent) says: "It is a hopeful sign that some of our Academic institutions are requiring applicants to pass an examination on entering. It must elevate the standard of scholarship." Mr. Weston never made a sounder remark; for, until the different grades of school from the Primary A. B. C. one to the College—shall each have its own sphere of study and labor, and shall strictly adhere to it, we shall neither have first class schools nor well grounded scholarship.

**CONNECTICUT:** Yale College has recently received from one of its friends, \$30,000 for the erection of a new chapel, and the same amount from another for the endowment of a College Pastorate.—The whole of the government grant of 180,000 acres of land to the State has been conferred upon the scientific school of Yale—A catalogue of the 3,000 rare and ancient coins of this college has recently been published.

New York, Mathew Vassar,—of whom we know nothing but the name and this one act of noble munificence,—has founded a college for females at Poughkeepsie. The building is now in rapid progress, and is represented as "one of the largest and finest educational edifices in America." It is 500 feet long and 171 deep in the centre; the wings being 50 feet wide and 165 deep; and in addition to the chapel, library, recitation and other halls, is to contain 350 single bedrooms,—every three of which open into a parlor for the three students occupying them. The grounds comprise 200 acres, watered by a pure and never-failing stream. It is expected to be open for the reception of students in the latter part of 1864.

The first meeting of the officers of the College and Academies of the State was held, as already announced, at Albany on the 4th and 5th of August. It seems to have been well attended and so fully up to the expectations of its originators, that under the title of "The University Convocation of the State of New York," it is to become a permanent feature in the educational machinery of the State, and to meet annually at Albany on the first Tuesday in August. Its stated objects are:

1. To secure better acquaintance amongst those engaged in the higher departments of instruction.
2. To secure interchange of opinion on the best modes of teaching.
3. To advance the standard of education.
4. To promote the harmonious working of the States system of education.
5. To consult and co-operate with the Regents of the University, (the highest educational authority in the State.)
6. To exercise a direct influence on the people and the Legislature in favor of education, in all its interests.

In addition to the regents of the University and the authorities of the Colleges and Academies, all "instructors in the higher departments of the Public Schools that are subject to the visitation of the Regents," with the "President, first Vice President, and the Recording and Corresponding Secretaries of the New York State Teachers' Association," are to be admitted as members.—*Pennsylvania School Journal*.

**WASHINGTON:** Some school houses in Washington having been taken by the government for hospitals, the school trustees, to supply the want of school room thus created, proposed to erect a temporary house on the unoccupied field known as Franklin square. This land belongs to the United States government. The President granted permission to use it for the purpose, but the Secretary of war withheld his consent, and thus the intention was frustrated. Nevertheless some excellent school-houses have been erected in Washington within the last year,

### 5. GENERAL EDUCATION IN THE UNITED STATES.

According to Appleton's *American Annual Cyclopaedia* for 1862, the whole number of the children attending the common schools was 5,211,000, or one in every 512 of the free white population. Of these, 4,560,000, were in the loyal states, or one of every four of the population; 651,000, were in the other states, or nearly one in every 14. The expenditure was \$23,461,000, or about 87 cents for every white inhabitant. The largest expenditure for school purposes in any state, in proportion to the population, is in Illinois, where it is at the rate of \$1 58 per head. Massachusetts is the next largest, being \$1 34 per head. The expenditures of the private schools, high schools, academies, and boarding schools, in which there were not less than 600,000 pupils, was \$2,000,000. The expenditure of the 240 colleges, with their 20,000 under-graduates, was not less than \$5,000,000; of the 92 theological seminaries, with 4,120 students, \$1,000,000; of the 55 medical schools and 7,000 students, \$1,400,000; of the 18 law schools and 1,300 students, \$261,000; of the normal schools and 2,740 students, \$508,000; of the 15 scientific schools, the polytechnic, and the agricultural colleges, with 1,500 students, \$400,000; of the 53 institutions for the instruction of the deaf, blind, and idiots, with 7,860 pupils, \$1,187,500; making the total annual cost of these various institutions of learning, containing over 5,855,000 pupils, not less than \$53,198,500. The number of school-books of all kinds consumed annually, both in the week-day schools and the Sabbath-schools, is estimated at between seven and ten millions of volumes.

### 6. PARISH SCHOOLS IN SCOTLAND.

From a paper read before the last Social Science Congress by Professor Milligan, of Aberdeen, we learn that, as the result of time and recent legislation, three changes had taken place in their position—first, that they now no longer absorbed the greater proportion of the educational talent of the country as they once did; second, that the changed social aspects of the country had removed the schools as the general or chief educational machinery of the country; and third, that the parish schools were not now so closely connected with the national Church as formerly. To these three points, now changed, the schools had owed no small measure of their fame. There were several characteristics they still preserved, and would, he hoped, preserve, and the most important of these was religious education, for he admitted that religious truth was taught as earnestly now as when the test existed. The other characteristics were the preservation of a high standard of teaching in the schools, the practical freedom of the teacher, the security of income which the teacher enjoys, and the distinct personal character which was impressed on the teachers as a class. The point to consider was whether the revised code preserved these characteristics. It did the very opposite, and threatened to extinguish the very elements of school life it was most desirable to maintain.

### 7. EXAMINATIONS FOR THE CIVIL SERVICE OF INDIA.

The following Regulations for the Open Competition of 1864, and the Further Examination of 1865,\* have been transmitted to the Chief Superintendent of Education for Upper Canada, by direction of His Excellency the Governor General. We publish them for general information.

1. In June or July 1864, an Examination of candidates will be held in London. Not less than candidates will be selected, if so many shall be found duly qualified. Of these, will be selected for the Presidency of Bengal, [ ] for the Upper Provinces, and [ ] for the Lower Provinces.† for that of Madras, and [ ] for that of Bombay.†—Notice will hereafter be given of the days and place of examination.

2. Any natural-born subject of Her Majesty, who shall be desirous of entering the Civil Service of India, will be entitled to be examined at such Examination, provided he shall, on or before the 1st May, 1864, have transmitted to the Civil Service Commissioners, Dean's Yard, London, S. W.—

(a) A certificate of his birth, showing that his age on the 1st May, 1864, will be above eighteen years and under twenty-two years;

(b) A certificate, signed by a physician or surgeon, of his having no disease, constitutional affection, or bodily infirmity, unfitting him for the Civil Service of India;

(c) Satisfactory proof of good moral character;

\* The Regulations are liable to be altered in future years.

† The number of appointments to be made, and the number in each Presidency, and each division of the Presidency of Bengal, will be announced hereafter.

(d) A statement of those of the branches of knowledge hereinafter enumerated in which he desires to be examined.

3. In any case in which a doubt may arise as to the eligibility of a candidate in respect of age, health, or character, such inquiries as may be necessary will be instituted by the Civil Service Commissioners.

4. The Examination will take place only in the following branches of knowledge :—

5. The merit of the persons examined will be estimated by marks, and the number set opposite to each branch in the preceding regulation denotes the greatest number of marks that can be obtained in respect of it.

6. No candidate will be allowed any marks in respect of any subject of Examination unless he shall be considered to possess a competent knowledge of that subject.†

7. The Examination will be conducted by means of printed questions and written answers, and by *viva voce* Examination, as may be deemed necessary.

8. The marks obtained by each candidate, in respect of each of the subjects in which he shall have been examined, will be added up, and the names of the candidates who shall have obtained a greater aggregate number of marks than any of the remaining candidates will be set forth in order of merit, and such candidates shall be deemed to be selected candidates for the Civil Service of India. They shall be permitted to choose, according to the order in which they stand, as long as a choice remains, the Presidency (and in Bengal, the division of the Presidency) to which they shall be appointed.

9. In June or July 1865, a further Examination of the selected candidates will take place in the following subjects :—

	Marks.
1. { Sanskrit - - - - -	500
{ Vernacular Languages of India (each) - - - - -	400
*.* Each candidate may name one or two languages; but he must pass either in Sanskrit or in a vernacular language current in the Presidency or division of Presidency which he has selected.	
2. The History and Geography of India - - - - -	350
3. The General Principles of Jurisprudence and the Elements of Hindu and Mohammedan Law - - - - -	1,200
4. Political Economy - - - - -	350

\* It should be understood that candidates are at liberty to name at their pleasure any or all of those branches of knowledge (subject only to the restriction above mentioned as to Natural Science), and that no subjects are *obligatory*.

English Language and Literature.—	Marks.
Composition - - - - -	500
English Literature and History, including that of the Laws and Constitution - - - - -	1,000

Language, Literature, and History of Greece - - - - -	1,500
“ “ “ Rome - - - - -	750
“ “ “ France - - - - -	375
“ “ “ Germany - - - - -	375
“ “ “ Italy - - - - -	375

Mathematics, Pure and Mixed - - - - -	1,250
Natural Science; that is, (1.) Chemistry, (2.) Electricity and Magnetism, (3.) Natural History, (4.) Geology, and (5.) Mineralogy - - - - -	500

\*.\* No candidate will be allowed to be examined in more than three of the branches of knowledge included under this head, and the total (500 marks) may be obtained by adequate proficiency in any three.

Moral Sciences; that is, Logic, Mental and Moral Philosophy. - - - - -	500
Sanskrit Language and Literature - - - - -	375
Arabic Language and Literature - - - - -	375

7,125

† No candidate will be considered to “possess competent knowledge” unless he obtain in Mathematics, Pure, *ONE TENTH* of the maximum.

“ “ “ Mixed, <i>ONE TENTH</i> of the maximum.	
“ English - - - - -	} <i>ONE SIXTH</i> of the maximum.
“ Classics - - - - -	
“ Oriental Languages - - - - -	
“ Moral Science - - - - -	} <i>ONE FOURTH</i> of the maximum.
“ Natural Science - - - - -	
“ Chemistry - - - - -	
“ Geology - - - - -	
“ Mineralogy - - - - -	
“ Natural History - - - - -	
“ Electricity and Magnetism - - - - -	

In this, as in the preceding Examination, the merit of the candidates examined will be estimated by marks, and the number set opposite to each subject denotes the greatest number of marks that can be obtained in respect of it. The Examination will be conducted by means of printed questions and written answers, and by *viva voce* Examination, as may be deemed necessary.

10. No candidate will be permitted to proceed to India until he shall have passed the Further Examination, or after he shall have attained the age of twenty-four years.

11. The selected candidates who at the Further Examination shall be found to have a competent knowledge of the subjects specified in Regulation 9. shall be adjudged to have passed, and to be entitled to be appointed to the Civil Service of India.

12. The seniority in the Civil Service of India of the selected candidates shall be determined according to the order in which they stand on the list resulting from the Further Examination.

13. No person will, even after passing the Further Examination, be allowed to proceed to India unless he shall comply with the regulations in force, at the time, for the Civil Service of India, and shall be of sound bodily health and good moral character.—The Civil Service Commissioners will require such further evidence on these points as they may deem necessary before granting their Certificate of Qualification.

11. Applications from persons desirous to be admitted as candidates are to be addressed to the Secretary to the Civil Service Commissioners, Dean's Yard, London, S. W.

NOTE. (1).—All persons appointed to the Civil Service will be required to attend at the India Office, to make the necessary arrangements for entering into covenant, and for giving a bond for 1,000*l.*, jointly with two sureties, for the due fulfilment of the same. The stamps payable by civilians on their appointment amount to 3*l.* 10*s.*

(2.) The Secretary of State for India in Council has authorized the Civil Service Commissioners to state that, with the view of meeting the expenses to be incurred by selected candidates during the interval which must elapse before they can proceed to India, it is his intention to allow the sum of 100*l.* to each selected Candidate who shall have passed the Further Examination in 1865 to the satisfaction of the Commissioners, and shall have complied with such rules as may be laid down for the guidance of selected candidates.

(3.) Candidates are at liberty to send in their names and evidence of age as soon as they think fit to do so; but evidence of health and character must bear date not earlier than the 1st March, 1864.

(4.) Candidates rejected at the Further Examination of 1865 will in no case be allowed to present themselves for re-examination in 1866.

### III. Papers on Practical Education.

#### 1. ANSWERS TO QUESTIONS OF AN EXAMINATION PAPER AT AN ENGLISH NORMAL SCHOOL.

1. What are the qualities of good reading? What methods will best cultivate these qualities?

2. Compare the Phonetic method of teaching to read, with Mulhæser's method of teaching to write. To what extent would you recommend the adoption of these methods in elementary schools?

3. On what principles should elementary reading books be constructed? Name any sets in which these principles are carried out, and give a specimen lesson adapted to a first class.

4. Point out the advantages and disadvantages of simultaneous reading. How may the latter be remedied?

5. On what principles should spelling be taught? How would you endeavour to improve the spelling of a class very deficient in this subject?

6. Describe any sets of school copy books with which you are acquainted. Which do you prefer? and why?

7. What objects should be sought in teaching Arithmetic, and how may they best be secured?

8. What objects should be sought in a dictation lesson? Write short, but plain and exact, directions to a pupil teacher, for conducting such lesson in a first class.

9. Write notes of a lesson to a pupil teacher on “Illustration,” as applied to school teaching.

10. Write full notes on subtraction; or on addition of vulgar fractions.

#### QUES. I.—SIMULTANEOUS READING.

##### Advantages.

1. It promotes distinct enunciation. In order to keep together, the reading must be slow, whence every word will be distinctly sounded.

2. It improves the rate of reading. The general fault is in reading fast, and here each one is compelled to read slow, and to make the proper pauses.

3. It gives much practice. Each child in individual reading does not read, perhaps, above three or four times in a lesson, while, by simultaneous reading, he may read double that number of times.

4. It improves the style of reading by encouraging the timid. Each child's voice is not heard separately, hence a timid one will join in and gain greater confidence for individual reading.

5. It removes asperities of tone and modulation. After the first discordant attempts at simultaneous reading have been overcome, it is remarkable for the harmony of sound and expression.

#### Disadvantages.

1. It causes much noise. This may be remedied :—  
a. By using the class room for this purpose.  
b. By having the neighbouring classes engaged in quiet work.  
c. By causing the reading to be in a subdued tone.

2. It affords an opportunity to the sluggish of idling. This may be remedied :—

a. By the teacher's vigilance.  
b. By calling upon them sometimes to read individually.

3. The backward children slip over the hard words. This may be remedied :—

a. By the lesson always being prepared by individual reading.  
b. By calling upon them to read individually.

4. It obliges uniformity where it is not desirable.

This objection is urged only against the higher branches. The only method of remedying that is by having sufficient individual reading for style to counteract it.

#### QUES. II.—PRINCIPLES OF TEACHING SPELLING.

1. *By the eye, not the ear.* The eye retains a better image of an object, and could be recalled with far greater accuracy than if it were presented to the ear, e.g., it is a well known fact that if a town or house is seen with the eye, that town or house makes a far greater impression on the mind than if a description had been merely read in a book. So it is with spelling. The eye retains the image of the word, and can quickly detect any departure from that image.

2. *It should be preceded by reading.* Accurate and extensive readers are generally good spellers, which is in itself a practical proof of the superior power of the eye. This also proves that it is a mistake to combine reading and spelling as in the alphabetic method.

3. *It should be connected with writing.* We learn spelling in order to write correctly, and as the one assists the other, they should be combined. This is what we call a dictation lesson, in which we teach spelling in sentences.

4. *The meaning of a word should be taught with its spelling.* Spelling, as generally taught, is a drudgery. One of the best ways of removing that is, perhaps, to talk about the word with the children, which will be amply rewarded afterwards, by the retention of the word in the minds of the children.

5. *The words shall be taught in syllables.* The adoption of this plan would remove all difficulty from long words.

6. *It should be connected with almost all lessons.* In a geography lesson, places named should be spelt, in an object lesson the names of the objects should be spelt, and so on.

#### Means of Improvement.

1. A great amount of practice in spelling; dictation lessons.
2. Master every word that was spelt wrongly, before any more were attempted.
3. Introduce spelling as much as I could in all lessons.
4. In the upper classes encourage the use of manuscript books, in which the hard words are written.
5. Test the work done by the class in a repetition of those same hard words.

#### QUES. III.—OBJECTS OF A DICTATION LESSON.

1. To improve the spelling and composition.
2. To cultivate legible and rapid writing.
3. To cultivate the memory and attention.
4. To improve the discipline.

#### Directions.

##### (a) Preparation.

1. Apparatus, &c. Teacher with book, pencil, black-board, &c. Children, slates, pencils. Positions should be taken, &c. If the children have books similar to the text book, they should have prepared it as a home exercise the previous evening. If it is not prepared, the teacher must read it through, slowly and distinctly, before he commences dictating it. The length of the lesson must depend upon the time allotted, and ability of the class.

##### (b) Dictation.

The judgment must be exercised in dictating. A sufficient quantity should be read very distinctly, but only once over. When this is written, wait till all eyes are fixed upon you,

and all proper positions taken before you read another piece. In dictating, be very careful with sounding "h's," vowels, consonants, &c., as well as dictating too much at a time.

##### (c) Detection of errors.

When the passage is dictated, each child will mark his mistakes or his neighbour's (by changing slates) when you spell the most difficult words to them. You must exercise considerable vigilance, or some mistakes will escape detection, therefore you should examine each slate personally. Then the number of mistakes should be marked on each slate.

##### (d) Correction of Errors.

The teacher will stand at the black-board, and ask for words mis-spelt which he will write on the board, requiring each boy to learn them, and to write each word he has wrong five times, thus cultivating his eye. While this is going on, the teacher should pass round and mark the writing. Then if there are manuscript books, these words should be entered.

#### QUES. IV.—OBJECTS SOUGHT IN TEACHING ARITHMETIC.

1. To give facility of computation.
  2. To cultivate the mental faculties.
- The process necessary to secure these is :
1. From a particular example to deduce a rule.
  2. To acquire this rule by working other examples, and observing a repetition of the same process.
  3. To apply this rule in other examples, which differ in some respects.

Here, in the deduction of the Rule we have a great amount of mental exercise, e.g., a problem in Simple Proportion is given to be worked. The teacher works it by a statement, then he shows by first principles that the result is obtained by multiplying the second and third terms together, and dividing by the first. Here is a Rule to acquire and to be exercised in other examples, which, in every case, in the highest degree call forth the reasoning powers.

Then again, it is almost impossible for any one not to possess the power of ready computation, when he has been thus exercised in the figures themselves, as well as the meaning implied in their relation.

#### QUES. V.

##### OUTLINE NOTES.

##### I. Introduction.

Questions to be asked beginning with the simplest, but increasing in difficulty.

No. 5 being too difficult, I would write it on the Board, and show the rule.

24

14

—

10

—

##### II. Body.

The Rule should now be applied to other examples, and the name *Subtraction* explained.

Ex. 1.

324

102

—

222

Ex. 2.

324

315

—

9

Ex. 3.

1276

1127

—

149

Ex. 4.

50769

12084

—

38685

##### III. Application.

The Rule should now be applied to numerous other practical examples.

##### FULL NOTES.

##### Examples.

1. If I take 2 marbles from 3 marbles, how many will be left?

2. How many are 2 from 5? 3 from 7?

3. If there were 10 eggs in a nest, and a boy took 4, how many left?

4. There are 20 boys in this class, how many would be left, if I sent 3 away?

5. Take 14 apples from 24.

Here, there are 14 to be taken from 24, i.e., 1 ten and 4 units to be taken from 2 tens and 4 units. 4 units from 4 units leave 0 units, ∴ we place 0 under the 4. Again, 1 ten from 2 tens leaves 1 ten, ∴ we put 1 ten under the tens.

*Method.* The above questions should be asked in a lively, interesting manner, but should not occupy much time. Ex. 1. to be worked as above, after which the class should work a number of similar ones.

In Ex. 2. it will be found that 5 units cannot be taken from 4 units, which is a new feature, and to which the attention of every one should be directed. Then the Teacher should tell them, as one ten is the same as 10 units he will take 1 ten away, i.e. 10 units and add it to the 4 units, and then he can take 5 units from 14 units, remainder 9 units. Then he puts down the 9 units, and does not forget to pay back the borrowed ten, for he adds it to the 1 ten there so as to make it 2, and then says, 2 tens from 2 tens leave 0 tens, and 3 hundreds from 3 hundreds leave 0 hundreds. Other examples involving the same will then be given.

These examples should be practical and interesting to the children, by being upon things they can understand.



The *Phonetic Method* makes a classification of the vowel sounds of the English language, and appoints a certain sign for each sound. Thus it proceeds from the simplest elements to words, and so is rigidly a synthetic method.

From the number of vowel sounds in our language it follows that there are a multiplicity of symbols, which create confusion.

Again, the phonetic system is not at all applicable to schools in England, for children, on account of home or from various causes, may leave that school, and to go to any other system he would be as ill adapted almost as if he had not begun reading at all.

*Mulhauser's System* is also a pure synthetic system proceeding from the simplest elements of a right line, hook, curve, loop, crotchet, to letters, i.e., their combinations, which it assists in forming by means of horizontal lines for height and width, and diagonal lines for inclination.

This multiplicity of lines, like the sounds in the *Phonetic Method*, causes confusion, though they would assist were there not so many.

Again, *Mulhauser's System* is not applicable, for a child practising upon *Mulhauser's System*, if asked to write a letter, would feel at a loss in writing without his usual lines and tests.

*Mulhauser's System* may be used a little in England, but for writing, more trust must be placed on ordinary writing on slates and paper than copy-books.

The *Phonetic Method* does not at all seem to be applicable in this country, because of the reasons afore-mentioned.—*Papers for the Schoolmaster.*

#### IV. *Papers on Scientific Subjects.*

##### 1. A TALK ABOUT THE TEACHING OF NATURAL SCIENCE.

It is pleasant to see the current setting strongly in favor of the more general study of natural science, in our schools and our homes. It is pleasant, because it is a movement in the right direction, and one which will incalculably promote the interests of education. It is a tendency toward the gaining of that knowledge which is of most worth, instead of that which is of the least worth.

Natural science should have a prominent place in our common school education. A few years ago, hardly any attention was given to it, even in our High Schools. It formed a subordinate part of the collegiate curriculum, but was scarcely admitted into any lower grade of our educational system. Even in some of our best High Schools, at the present time, these studies are crowded into the last year of the course, when little time can be devoted to them. They are but just beginning to be recognized as appropriate studies for Grammar and Primary Schools. Their general introduction into these lower grades of schools will be brought about only very gradually and against much obstinate opposition on the part of the school-committees, and, in some cases, of teachers also. All reforms that deal with wide-spread and time honoured evils, are slow in their progress. Then, again, many who would readily admit natural science into our common schools, if there were room for it under the present system, are not willing to make room for it by giving up studies which, though worse than useless, have been considered from time immemorial necessary parts of a common school education; for instance, "that intensely stupid custom," as Herbert Spencer calls it, "of teaching grammar to children."

The "Object Lesson System," as it is called, is to a great extent only another phase of this same reform; or rather, as a rational mode of teaching, it naturally leads to the selecting of the right things to be taught. Starting with the truth that books should be secondary and supplementary, that they are indirect means of gaining knowledge to be used only when direct means fail, it aims to give "not second-hand facts but first-hand facts." It seeks to present truths in the concrete rather than the abstract, and thus suggests the exchange of grammar and political geography for natural history and botany. The system is the right one, the only rational and is destined in the end to revolutionize our whole routine of early training. Home training in natural science may begin very early, earlier than school training should ever begin; unless, possibly, on the *Kindergarten* plan. We have been surprised at the amount that a child two years and a half old will learn about natural objects, if he is only led to use his powers of observation; and this, be it understood, without being urged to take a single step that he is not eager to take. The exercise should always be a pleasurable one, and he should never be compelled, or persuaded, to continue it a moment longer than he enjoys it. One should even avoid explaining to him things which he wishes to know, if the explanation be beyond comprehension and will only lead him to puzzle his brain to no purpose. Direct his attention to things that he can see or find out for himself, and you will be astonished at the quickness with which he learned to compare, to recognize analogies and contrasts, to generalize, and to classify.

The earliest studies of this kind should be of the objects themselves; but it is well, we think, at a very early period, to give the child pictures, and let him compare them with the objects. It is wonderful how soon he understands what a picture is; and not the thing itself, nor another thing like it—as a solid image is—but a mere representation of it on a plain surface. It is wonderful, too, how keen the little eyes are to discern a familiar object, however minute and indistinct a part of the picture it may be. Ask a child two years old to point out a cat, a dog, or a hen, which you yourself can hardly distinguish, and he does it at once.

But, if you let the child have pictures, be sure that they are good ones—true to nature and well executed. If they are coloured, all the better, provided the colouring is truthful. Most of the woodcuts in books for children are wretched caricatures of the objects they pretend to represent. For children of all ages, better no pictures at all than poor ones. There is no excuse for resorting to poor ones, in these days when the advance in wood engraving, in lithography, chromo-lithography, and kindred arts, and in photography has put really beautiful pictures within the reach of the poorest. The little photograph which you can buy for a shilling, reproduces with microscopic fidelity the choicest engraving or the most exquisite sculpture. The stereoscope for which you pay a dollar or two, is a magic glass through which you may look upon the loveliest landscapes of far-off lands, delineated by the very sunbeams that once illuminated them.

##### 2. THE VALUE OF THE MICROSCOPE IN EDUCATION.

The microscope is a most valuable aid in this early training in natural science. "But few of us," you say at once, "can afford to buy a microscope;" and you think, of course, of an outlay of thirty or forty dollars as the least that will give you even a tolerable instrument. But what if we tell you that you can get a really good one for a few dollars.\*

Objects properly mounted for the instrument can be obtained at small cost; a dozen for a dollar and a half. It is well to have a dozen or more of these, especially such as you could not readily prepare yourself. They are always ready for use when you cannot conveniently find anything else to show the children; and the little people never weary of seeing them, even for the hundredth time. A young friend of ours, scarcely four years old, rarely comes into the library without teasing to "look through the microscope." If we are "too busy," he pleads for "just one" sight—the butterfly's tongue or wing dust, the fly's foot, the bit of wasp's wing, or the saw-fly's saws. He enjoys it so intensely, that we are often tempted to prolong the "show," even if we have to work a little faster or later to make up for it; and so we go on, dissecting flies and gnats with cambric needles, and exhibiting their feet, and jaws, and eyes, and antennæ; or, with vengeful satisfaction, catch a mosquito and deprive him (or her, since it is the females that torment us,) of the long, keen lances which have been plunged into our flesh so ruthlessly.

One word, by the way, about a class of mounted objects, of which you should have at least one or two specimens. We mean microscopic photographs. These are interesting, not only as testing the power of the instrument, but as showing how infinitesimally small and yet how marvellously perfect is the picture painted by the pencil of light. In the centre of a bit of glass, you can just discern, with the naked eye, a spot such as you may make by lightly touching the point of a lead pencil to paper. Put it under the lens, and you read the Lord's Prayer, [or God save the Queen,] the letters very small, though magnified ten thousand times superficially, but clear and distinct; or the Greek Slave stands before you, as faultlessly beautiful as in marble of Crawford; or the tiny speck expands into Canova's *Graces*, lovingly entwined in a lovely group.—M. S. E., in *Massachusetts Teacher*.

#### V. *Papers on Natural History.*

##### 1. USE OF THE PITCHER PLANT.

As we thought probable, one of our friends, who makes botany an object of study, has kindly afforded us information desired with respect to this plant, whose scientific name is *Sarracenia Purpurea*. He has forwarded us besides a leaf of the plant. We learn, in this way, that the *Sarracenia* is said to derive its name from Dr. Sarrasin, of Quebec, who, in 1730, first sent a specimen to Tournefort. Others derive the name from Saracen, from the resemblance of this flower to the well known ideal of a Turk's head. There are two varieties, the S—*Purpurea* and S—*Flava*, which are found in Canada; one variety in Guiana, and another, the *Darlingtonia* in Califor-

\* Microscopes at various prices may be obtained at the Educational Depository, Toronto.

nia. This plant is known under all the names of *Pitcher Plant*, *Side Saddle Flower*, and *Saracen's Head*. It abounds in Canada, being found in the Isle Jesus, Boucherville, St. Henri, Chateaugay, and grows in mossy morasses or swamps. It blossoms in June and July. It is impossible to mistake this singular and wonderful plant for any other. Our correspondent need have no fear on this score. Its urn-shaped leaves surrounding the flower stalk, and springing from the root by a thin narrow strip which forms the stem, expand into a large vase-shaped leaf, which is often filled with water. To this flies and insects are attracted, and when once they enter this wonderful structure it is never to return, the old proverb, "*facile descensus*," being fully exemplified. The curved form of the leaf prevents the fly from rising on the wing after he has satisfied his appetite, and if he attempts to walk he finds the entrance of his leaf prison bristling with spikes which he did not perceive on entering, as they were all directed inwards, but which now throw him back. After repeated trials he sinks exhausted to the bottom of the pit, and becomes the food of the plant. In all the leaves there will be found the remains of insects, and from this it is sometimes called "*le cimetière des mouches*." The root of the plant is very small, and when dried is of a reddish brown. It would require a large quantity of the plants to produce an ounce. Both the leaves and roots are used in medicine, having been recommended by an army surgeon in Halifax, who derived his knowledge of the value of this remedy in small-pox from the Mic-macs. The Indians in this part of Canada, we are informed, although very familiar with the plant, never use it for any purpose except as a remedy in children's diseases. The plant should be gathered in June, when about to flower, if the leaf is desired, or if the root, then in September. The leaves should be cut open, washed and carefully dried, after which they should be kept in a bottle. The demand for the plant is constantly increasing, and, if it is found as valuable as it is represented, it will doubtless become an article of export from Canada.—*Montreal Herald*.

## 2. THE TEA-PLANT A NATIVE OF CANADA.

The following letter, addressed to the Editor of the *Canadian Champion*, Milton, appears in the last issue of that paper: "Sir,—A few weeks ago, when I transmitted to you a communication, for which you were so obliging as to make room in your columns, suggesting the possibility of growing the sugar-cane and the coffee-tree in Canada, and the probability of successfully raising cotton too, during the present scarcity of that article in the European markets; I hinted at the likelihood of the genuine tea-shrub being yet found to be a native of the Province. Little, indeed, did I then anticipate that this last conjecture was to be so speedily verified; but an article intimating the fact, has just appeared in '*Le Pays*' of Montreal, (20th Jan. 1864,) and of that article the following is a translation:—it will however, be proper to premise, that the general term 'Indies,' (des Indes,) is in French, held to comprehend China:

"The Tea-plant of the Indies in Canada.—According to M. L. N. Gouvreau of Isle-Verte, it appears that Canada possesses the genuine tea-plant of the Indies in abundance. A Trappist, seeing a shrub which grows in Kamouraska in great plenty, immediately exclaimed—"That is the veritable tea-plant of the Indies." This tea, which grows freely in our lower grounds, by the sides of ditches, can easily be prepared so as to furnish a supply, in place of that imported from China, which has become so costly within the last two years. The *Gazette des Campagnes* gives an engraving of the plant."

While entertaining not the least doubt of the practicability of growing cotton to good purpose in some of our townships, at least during the existing dearth of that article, there can be no harm at any time in looking to a substitute. Take then the following extract, made some twelve or fifteen years since, when perusing a United States periodical:

"Mae, or Chinese grass, answers the purpose of silk and hemp combined. It grows in dry, hilly soil, and in every variety of climate. It is worked into almost every description of fabric—in the largest cables, and in the choicest texture of luxurious clothing. Like silk, it is an article of universal consumption. It is rarely exported."

Could the attention of some of the medical staff, or others attached to our troops, at present employed on the coasts and rivers of China, be directed to this plant, it might be the means of causing a beneficial revolution in many of the present transactions, whether in agriculture or manufactures. Yours, &c., W. C.

## 3. LOGWOOD AS AN ANTISEPTIC.

Dr. W. N. Cote, the intelligent Paris correspondent of the *British American Journal*, says in a recent communication: "Your readers may recollect the interest excited among professional men when Mr. Demeaux discovered the antiseptic qualities of coal-tar, a

mixture of which with plaster being applied to the most fetid sores will at once dispel one of the most offensive smell, and at the same time contribute to the speedy cure of the part affected. The Academy of Sciences has now received a paper from Dr. Desmatis, announcing that logwood or campeachy (*Hæmatoxylon Campeachianum*) possesses the same valuable property, and in a much higher degree.

## VI. Papers on the School Premises.

### 1. ORNAMENTING SCHOOL GROUNDS.

At first sight this may seem a trivial matter to talk about, but after careful consideration there is more in it than perhaps most teachers have ever been aware of. If we are to judge of the æsthetic culture and emotions by the application of æsthetic talent—and there is perhaps no better method of judging—what would be the decree pronounced on most teachers and directors, by a scrutinizing critic of our school houses and grounds?

All the school-houses and grounds in the country are susceptible of more or less improvement, in an æsthetic point of view. It becomes us then as teachers of the young, to give our aid in ornamenting with trees, shrubbery and flowers the school grounds, for the gratification and pleasure of those under our instruction, as well as for the gratification of the community in which we labor. We know that there are many teachers in the State, but we hope not in this country, who are either too lazy or uninterested, or ponder too much over their pecuniary interests, to even lend a thought to this important subject; and even were their thoughts to revert to it for a moment, they would, when the work and money stared them in the face, turn away from it in disgust and leave the work unaccomplished. Such teachers have mistaken their calling. They may have the scholarship, but they have not the spirit of a true teacher.

The position of the school-house, of course has not much to do with the number and nature of the ornaments to be placed around it. There are houses to be met with in almost all sections of the State which are either perched up among rocks and briars on the apex of a hill, or down in the midst of the mire and miasma of a swamp; yet even here there may be something done. No matter how desolate and uncomfortable a place the school-house may occupy there is room for improvement. The very rocks may be converted into ornaments. The swamps may be drained, and healthy dry land secured as the result, which is then just in proper condition to be beautified. These out of the way places are the very ones where ornament is most required, to make the school ground a pleasant and inviting place.

It is in the power of every one to procure a few shade trees and some shrubbery to place in the school grounds. The cost is no consideration, inasmuch as they can be secured almost everywhere free of expense; and where this is not the case, a dollar or two contributed by the teacher, or collected by the pupils, will purchase all the trees required. Linden, Maple and Ash are among the most beautiful; but if these are not to be obtained, secure the most ornamental of other kinds to be had.

It was our lot some twelve years ago, to attend a country school known as the "Old Sandstone." The school-house was rather rude in structure, and occupied a position on slight elevation surrounded by a few oak and hickory trees. The appearance of both interior and exterior was rather uninviting than otherwise. A new teacher came, and after becoming acquainted with the pupils, he made a proposition to ornament and beautify the old school-house and the grounds surrounding it. The whole school accordingly eagerly fell to work collecting funds and materials. Several afternoons were devoted to the work of improvement, and in a few months both interior and exterior of the old house were carefully white-washed; a neat lattice fence surrounded the house; flower borders were made and filled with flowers; shrubbery was planted within the enclosure; the heretofore barren grounds were carefully covered with sod; and the whole thing presented such an altered appearance, that even its nearest neighbor scarcely recognized the "Old Sandstone" in its home-like dress. All the work, with the exception of a few half days, was accomplished during the time of recess and in the morning before school. A small portion of the flower border was allotted to each of the larger pupils, who in the main performed the work, and all felt an interest in the preservation of the flowers and shrubbery, and the maintenance of the general beauty of the house. It was merely a common district school, but common as it was, all felt a pride and interest in adding to its neat and cozy appearance.

There is something about the appearance of an American farm house always more or less inviting, however rugged the appearance of the house itself. Such should always be the case with our public and private school-house. The more home-like the place, the more

interest and pleasure will the pupils manifest in attending school. There is no more effective way of overcoming irregularity of attendance and truancy permanently than this. When school once becomes a pleasant place to pupils, the temptation to play truant is in a great measure overcome.—When we come to look at the matter closely, it is not much wonder that children dislike to attend school when both teacher and school-house are repulsive.

There is no better time in the year for planting trees and hardy shrubbery than the present. Nurserymen, as a general thing, prefer removing and planting trees from now until the ground becomes frozen, to any other part of the year. The hardy trees and shrubs are now prepared to remain dormant during the approaching winter, to again spring forth with renewed vigor when the warm days of spring approach. If planted now they will not receive the same check to their growth which they naturally do receive if planted in the spring. A few evenings and Saturdays expended in a judicious manner will accomplish much. In the spring months the planting of flowers and seeds, and the laying of sod and making of walks may be attended to. By thus occupying a portion of the spare moments of both seasons, due time and attention can be given to the legitimate work of each.—*Pott's Stand.* A. N. R.

## 2. SCHOOL FLOWER-SHOWS.

We feel persuaded that we address hundreds, it may be thousands, of young teachers, who are not only able, but who will also be most willing to further a good cause in the way in which it is our privilege to advocate. We wish they would interest themselves in a "movement" to which we believe there can be no objection, whilst it may be conducive of much benefit. We allude to the "Flower-Show Movement," in its most recent development—Flower-Shows in town-schools. The reader may say, that to exhibit flowers in a school is not a very wonderful achievement. We must explain our meaning clearly. We want the teachers of schools to urge their pupils to the practice of floriculture, and to submit the results of their endeavours to periodical examination. If we desire the masses to enjoy the sight of flowers in our public parks and gardens, we must teach them how to duly appreciate them; they need not be taught to admire them. The love of flowers is inherent in mankind.—*English Pupil Teacher.*

## 3. THE LOVE OF FLOWERS.

We were much struck with the love of flowers manifested by the English laboring class. In no other places did we see finer plants of geranium, finer fuchsias, than in the windows of laborer's cottages. We often stopped to admire the vigor, cleanliness, and brilliancy of bloom of the half-dozen plants standing on the window-ledge of poor shattered houses, without another attraction apparent within or without. These glorious flowers were the only visible link which connected these rude children of toil with refinement and beauty. It is well known to horticulturists that the finest prize flowers at the shows in England often are those sent up by the working-men in manufacturing districts. A small allotment of land gives them opportunity. It is not food for the mouth that they most eagerly seek. There is a higher appetite. At the expense, if need be, of bodily comfort, they rear flowers, in earnest rivalry one with another, and are redeemed from many of the curses of toil by being ordained humble priests of the garden. The ministry of flowers is not apt to be recorded. The sick-room knows their gentle service. Many a heart-weary creature has felt their soothing lesson. Many a joy has been heightened and many a trouble lightened by their unconscious influence. The parent who teaches his children to listen to the voice of the Saviour, "consider the lilies of the field," will have given no unimportant education. It may add little to the gifts of shrewdness and thrift—to keenness and money-making. But it will give to leisure an elegant occupation. It will produce tastes scarcely compatible with dissipation. It will open sources of enjoyment that poverty cannot obstruct nor bankruptcy shut. Few things, so easily learned, so inexpensive, will produce so pure and continuing satisfaction or sympathy with nature, and the habit of finding our joys in her communion.—*H. W. Beecher.*

## VII. Biographical Sketches.

### No. 15.—OVERTON S. GILDERSLEEVE, ESQ.

Mr. O. S. Gildersleeve, an old and much respected citizen of Kingston, died suddenly on Wednesday last. The *News* says of him: A wealthy steamboat owner, an active lawyer, and a man of much business energy and enterprise, the part which he has played during his lifetime is one which has given him importance in the community, and must cause his name to be remembered. Mr. Gildersleeve has represented the city interests as Alderman and

as Mayor under the old municipal act. A native of this city, he entertained a patriotic pride in advancing the prosperity of the city of his birth; and this fact, so well known to the people, coupled with the innate good qualities which Mr. Gildersleeve possessed, gave him the popularity which he has held in Kingston. Mr. Gildersleeve was a man of some political ambition, and held an important local position in the ranks of his party. He offered himself as Candidate in the election for a Legislative Councillor for Cataraqui Division in 1858, competing with Mr. Thomas Kirkpatrick and Mr. Alex. Campbell. The strength of the contest was between Messrs. Campbell and Gildersleeve, but the latter lost the battle, not being so favourably known in the country districts as Mr. Campbell. Mr. Gildersleeve took an active part in politics at the time of the general election in 1861. Later, in 1863, Mr. Gildersleeve became a candidate to represent the city of Kingston in the Legislative Assembly; and in the election consequent upon the dissolution of Parliament by the Macdonald-Sicotte administration, unsuccessfully entered the political lists against John A. Macdonald, our long time and highly popular member.

### No. 16.—JOSEPH SHUTER, ESQ.

Our obituary to-day records the decease of one of our oldest and, for many years best known fellow-citizen. The late Mr. Joseph Shuter has, we believe, been for more than sixty years a resident of Montreal, seeing it grow, in the course of that time, from scarcely a village, to the large city we now have spreading out in all directions. Like most of our inhabitants, Mr. Shuter was occupied, during the first part of his life, in trade; but he had retired many years from active life, and frequently crossed the ocean for short periods of residence in England. He was a man of very genial manners, and to the last enjoyed the society of his numerous friends. He had lately undergone a severe illness, and, probably, may have been imprudent in venturing to resume his usual habits of out-door exercise too early in his convalescence. His death removes one whom most men who have arrived at middle life in Montreal have looked up to as a kind of land-mark in our society.—*Montreal Herald.*

### No. 17.—ONESIMUS LARWELL, ESQ.

Mr. Larwell died at his residence, in the township of Buckingham, County of Ottawa, Lower Canada, on 23rd ult., aged 72 years. Deceased was an old and respected citizen of the Ottawa country. He belonged to a past generation that has nearly passed away. He was a man of integrity, honest and upright in his dealings. Enjoying a liberal education, he never ceased to be a student. His mind was cultivated, and his memory became a treasury of information. His piety was deep and fervent; its birth was in the heart, and its development in the life. His consistent christian deportment was manifest to all, and doubted by none, except himself in hours of despondency. Peculiar in his views, sensitive in his nature, and very conscientious, he questioned the selfish principles on which so many men of the world acted; and relinquished, in early life, in Montreal, promising prospects in business, settling in St. Andrews; his freeborn spirit could not brook the thought of vassalage under a Seigneur, whom he addressed in a series of letters, terse but true, severe and yet solemn, remonstrating with him on the injustice of that system. Not finding spirits congenial to his own, he sought and found a retired home in the dense forest of Buckingham, then a wilderness in its native state. He has been a staunch temperance man for over 30 years, and a vindicator of teetotal principles, which he first introduced into Petite Nation, Clarence and Buckingham. He confided in the Saviour, and was awaiting the call that came sudden. His remains were followed by a number of old friends to Clarence cemetery, and were there deposited near some of the pilgrim fathers and the pioneer Baptists, whose dust repose there, and whose memories are fresh and still alive, though gone to their rest and ceased from labours.

### No. 18.—BRADISH BILLINGS, SEN., ESQ.

Mr. Billings, of Park Hill, in the township of Gloucester, was the first settler in this part of the county of Carleton, as well as one of our most esteemed citizens. Deceased was a native of Ware, in the State of Massachusetts, and was born on the 23rd of September, 1783. His father (Dr. E. Billings), with his family, emigrated to Canada about the year 1792, and settled near what is now known as the town of Brockville, the location of which at that time consisted of but a few farm-houses. Deceased remained in that locality until he reached the age of manhood, when he engaged in the lumber business, and commenced in the year 1800 to run his rafts down the Rideau river. Becoming acquainted with this section of the country in that way, he settled in the township of Gloucester, in October, 1812—fifty-two years ago—where he continued to reside until the time of his death.—*Ottawa Citizen.*

## No. 19.—ROBERT PEGLEY, ESQ.

Mr. Pegley died at his residence, Mount Torrens, in the Township of Adelaide, on the 3rd ult., aged 83 years. The deceased was one of the earliest settlers in the Western section of Canada, where he has filled many important offices, both in the gift of the Crown and of the people. He was, for many years the principal acting Magistrate in the Township of Adelaide, and in it has held the office of Treasurer, Councillor and Reeve, which he filled with honour to himself and advantage to the public. In early life he entered the army as a Life-Guardsman, and by his uniform good conduct, gained the confidence of his superiors and was appointed to an important post at the War Office, in which he acquitted himself so effectually as to be rewarded by a Commission, having been held by him at the day of his death for nearly fifty years. He has been an active and consistent member of the Wesleyan Methodist Church for over sixty years.—*Home Guard.*

## No. 20.—THOMAS STINSON, ESQ.

Another of the pioneers of the Western Peninsula has departed from amongst us. Thomas Stinson, Esq., one of the oldest and wealthiest inhabitants of this city, died on the 15th of March, after a long and lingering illness. Mr. Stinson came to Hamilton a poor man, carrying a pack upon his back; but through industry, and unwearied energy he amassed an ample fortune, and, at the time of his death was one of the richest men in Western Canada. He was never prominent as a public man, being of a retiring disposition, and in a public capacity was probably only known as the proposer of the late Sir. Allan MacNab, and the present member of this city.—*Hamilton Inspector.*

## No. 21.—CHARLES C. SMALL, ESQ.

Mr. Small's death occurred on the 17th ult. He was the Clerk of the Crown, and an old and much respected citizen, but had been prevented by paralysis, from taking any active part in public affairs for some years.—*Leader.*

## No. 22.—CHARLES DALY, ESQ.

Mr. Chas. Daly, who has for something like a quarter of a century been clerk of this city, died on the 17th ult. Although rather enfeebled for a year or two back, he may be said to have died in harness. Last Monday week he was in his usual place in the Council Chamber, but it was evident then to those who knew him that he was failing fast. He was an hard-working and an able officer. Thoroughly acquainted with everything connected with corporation matters, he was continually being referred to by members of the Council and others who desired information on these subjects. He was a living cyclopedia of city affairs. His loss in this respect will be very much felt. His place will not be easy to fill.—*Leader, March 17th, 1864.*

## No. 23.—THE RIGHT HON. LORD ASHBURTON.

The English news has informed us of the death of William Bingham (Lord Ashburton), the son of the distinguished Lord Ashburton, who made with Daniel Webster the North-western Boundary Treaty. The late Lord Ashburton was born in Philadelphia in 1796, his mother being an American lady, the daughter of William Bingham, a noted merchant of the last century, and a United States Senator from Pennsylvania. At an early age the late nobleman returned with his father and mother to England, where he has since remained, taking an active though not a prominent part in politics. He was strongly liberal in his tendencies, and interested himself much in the movements for the improvement of the lower classes in England. On his father's side he was related to some of the most wealthy titled families of England, and on his mother's to several American families residing in Pennsylvania.

## VIII. Papers on various Countries.

## 1. THE STATE OF DENMARK IN 1864.

The war in Denmark having excited a good deal of interest in this Kingdom, we condense from the Statesman's Year Book for 1864, the following notes on the present state of the Kingdom. By the constitution voted in Oct., 1863, and receiving royal sanction Nov. 18, 1863, the executive power is in the King and his responsible ministers, and the right of making and amending laws is in the Rigsraad or Diet, acting with the Sovereign. The Rigsraad consists of an upper house, the Landesthing, and a lower house, the Folksting. To the Landesthing, any sane man, not under 41 years of age, and with an income of £140, may be elected

to serve for eight years. But of its 75 members (59 for Denmark Proper and 16 for Schleswig), 25 (namely, 19 for Denmark and 6 for Schleswig), are appointed by the Crown to serve for twelve years. The Folksting contains 130 members, 29 for Schleswig and the rest for Denmark Proper. Any householder, not under 25 years of age or in debt to the State or in receipt of public charity, may be elected to serve three years as a member of the Folksting. This Rigsraad, or Parliament of two Houses, meets annually on the first Monday in October, but Schleswig has also, to maintain separate privileges, a separate provincial Diet of 45 members. Besides the Danish Rigsraad or Parliament, there is a peculiar institution, the Rigsraad or Supreme Council of the Nation, which consists of 60 members; six elected for Denmark by the Landsting, twelve by the Folksting, five by the provincial estates of Schleswig; twelve nominated for Denmark and three for Schleswig by the Crown; besides twenty-two chosen by the qualified voters in different districts of both Schleswig and Denmark. The income of the Danish Monarchy for the year ending March 31st, 1863, was £1,841,499, to which Denmark contributed 62 per cent, Holstein 21·64, Schleswig 16·36 per cent. This income more than covered the expenditure. One-half of it was produced by customs and indirect taxes, and about two-thirds of the expenditure was for the public debt and standing army. The army costs about £466,000, the navy £212,000. The accounts of the current fiscal year were, before the invasion, estimated at the same rate. The Danish army, on its peace footing, to be doubled when on war footing, is fixed by law at 22,900 men; but of late years the number has, for the sake of economy, been kept down to 12,000. The Danish navy consisted in September, 1862, of 19 sailing vessels, carrying 704 guns, and 28 steamers with 240 guns, besides a paddle-wheel flotilla of 50 gunboats with about 100 guns. But all these steamers were not seaworthy. The navy was at that time served by about 2,000 men. The population of the monarchy at the census of 1860 was, of Denmark Proper, omitting small figures, 1,600,000; in Schleswig, 409,000; in Holstein, 544,000; in Danenburg, 50,000. In Denmark Proper all but 360,000 of the population is agricultural. The whole male population of Denmark is only 793,000, and of Schleswig 204,000. Of these it appears by the last census that in every thousand 395 lived exclusively by agriculture, 228 by trade and manufacture (but, with no coal, and little water-power on the soil, there is not much manufacture), 187 were day laborers, 53 were commercial men, 29 sailors, 20 paupers, 16 ministers or schoolmasters, 15 pensioners, 13 domestic servants, 11 or 12 civil servants of the State, 9 officers in the army or navy, 9 capitalists; 7 were devoting themselves to literature or science, 5 were nondescripts, and one was in jail.

## 2. THE BRITISH COLONIES.

Returns just laid before the Parliament show that the colonial and other possessions of Great Britain cover an area of 4,276,000 square miles—somewhat larger than the whole continent of Europe. The population of this vast territory—according to the last census taken in each colony—is 144,778,749—five times greater than that of Great Britain itself, and equal to that of France, Spain, Germany, and Italy. The colonial revenue in 1861, amounted to £56,218,420, (over \$281,000,000). The total debt of all the British colonies, including India, was £130,000,000, in 1861, or less than the income for three years. The shipping which entered and cleared from all the ports of the British colonies and possessions amounted, in the year 1861, to 22,807,641 tons. Of this immense amount of shipping 15,070,392 tons belonged either to the United Kingdom or to the colonies themselves, whilst 7,737,249 tons belonged to foreign nations. In this return is included the shipping employed in the trade between the colonies themselves and that employed on the lakes of America, as well as that employed in the trade with the United Kingdom and with foreign nations. The total value of the goods and merchandise imported into the British colonies and other possessions, in 1861, was £93,945,885. More than one-half of this amount was imported from the United Kingdom, the total quantity of British merchandise imported into the colonies being £47,412,166.

## 3. TERRITORIAL EXTENT OF THE BRITISH EMPIRE.

The annual official volume just issued of statistical tables relating to the British possessions beyond the four seas shows us territory exceeding 4,000,000 of square miles, and containing a population of about 145,000,000 souls. There is India, with its 933,722 square miles and 135,634,244 people: the North American colonies (not reckoning the immense Hudson's Bay and Red River territories), with their 498,169 square miles and 3,305,872 people; the West Indies, with 88,511 square miles and 1,081,687 people; Australia and New Zealand, with 2,582,070 square miles and 1,333,138 people; and there is Ceylon, the Cape, Mauritius, and the rest.



## 4. THE PUBLIC BUILDINGS AT OTTAWA.

The Report of the Commissioner of Public Works, just issued, says that the expenditure on the Ottawa Buildings during the past year was, omitting figures below thousands; Paid contractor for Parliament Buildings, \$120,000; ditto departments, \$101,000; heating and ventilation, \$5,000; superintendence and contingencies, \$20,000—total, \$248,347. During the season about 4,500 yards of cubic masonry was built, fully one million of bricks laid, and over 2,760 yards of concrete. The Commissioner thus reports the present condition of the buildings:—The main roofs of the departmental blocks are completed and slated throughout. The roof of the principal front of the Parliament Building is also put in, and that part of it west of the main tower slated. The roofs of the Legislative Chambers and library are not yet commenced, the outer portion of the building remaining nearly as it was when the works were suspended. The towers of the departmental blocks were generally carried above the level of the roofs and then temporarily covered in, it having been decided to direct all efforts, after the resumption of the works, to prepare them for occupation at as early a date as possible, for which purpose the completion of the towers was, of course, not of pressing necessity.—In the Parliament Buildings the front angle towers are carried up to the full height, and the western ones roofed, whilst the central tower stands a considerable height above the main cornice. The Speaker's tower has also been carried up and covered in. The windows are in their place and glazed, and it will thus be seen that the exterior fronts of the buildings present a finished appearance, with the exception of the portions above named.—*Globe*.

## 5. NEW GOVERNMENT BUILDINGS AT HALIFAX.

They are about erecting a new Provincial building at Halifax, to combine the Parliament building and government offices. The building will be 120 feet long, 55 wide and 80 high. From six inches below the ground-line up to the base-moulding, the walls will be of granite, and all above of Wallace free stone. The *Chronicle* says:—"If the plans are adhered to in the construction of the edifice it will be a magnificent one, and a building that for architectural beauty, durability and extent of accommodation, would do credit to any city in North America. It will be three stories high. The cornices, entablature, pilasters and window heads will be ornamented and enriched by carving execution in artistic style, bold in relief, sharp, true and graceful in outline. In the face of the east pediment will be the City, and on the west the Provincial Arms, and on the south front the figure of 'Britannia,' all executed of free stone. The 'Britannia' will be 11 feet 6 inches high, 8 feet wide and 5 feet thick, so that a large block of stone will be required to make it out of. The main entrances, north and south, will be faced with freestone, including rubbed and moulded base and plinth, and have fluted columns, moulded archivolts, architraves, keys, spandrels, etc., with rustic piers and jambs. The hall will run completely through the building, north and south, and the floor will be paved with rubbed Caithness paving stones of large size. The post office will be located on one side of this hall. The remaining portions of the building will be occupied as offices for the use of various public departments, except a very large room on the third floor, which is designed to be used as a public hall upon certain occasions. The interior will be finished in elaborate style, of the best materials that can be procured."

## IX. Miscellaneous.

## "GIVE AN ACCOUNT OF THY STEWARDSHIP."

THOUGHTS OF A DYING TEACHER.

O good and gracious Master,  
Who dost vouchsafe to call  
My talents to Thy service,  
Thou' few they were and small;  
Whose love did lighten labour,  
Whose smiles my courage fired,  
Whose promise and example  
To noblest aims inspired!

Thou only, only knowest  
What might my life have been,  
Its actual shortcomings  
Thine eye alone hath seen;  
But now, the past reviewing  
Thru' penitential tears,  
My stricken soul confesseth  
The faithlessness of years.

O Jesus, O my Master,  
So oft betrayed, denied!  
By cowardly concessions  
Wounded and crucified,  
By heartless prayers and praises  
Grieved, to just anger driven,  
O Patient, O Forbearing,  
How much Thou hast forgiven!

In all the sacred service  
Committed to my trust,  
I stand this day convicted  
Of stewardship unjust;  
Called an account to render  
Of faithful duties done  
With single aim to please Thee,  
Alas! I find not one.

O much-enduring Master,  
How vast Thy love must be,  
Which speaketh words of pardon  
And tenderness to me!  
How dear the mediation,  
How rich the atoning blood,  
Which covers my transgression  
And seals my peace with God!

Here at Thy feet, O Master,  
With mingled grief and joy,  
I learn that Thou hast deigned  
Me, worthless, to employ—  
In sin, in weakness spoken,  
Thine own all-saving word  
Hath reached a few poor wanderers,  
And brought them to the Lord.

Not all alone before Thee  
Shall I, a saved one, stand,  
For "children" Thou hast given me,  
A small but loving band;  
And these shall blend their praises  
With mine, before the throne—  
O good and gracious Master,  
The glory is thine own!

And now, my labours ended,  
My time for labour past,  
Once more on Thee, dear Saviour,  
This guilty soul I cast;  
O let Thy grace, pronouncing  
Her life-long sins forgiven,  
Make room for earth's poor saved one  
Amongst the saints in heaven.  
Lox.

## 2. THE QUEEN'S SECLUSION.

The following article, unanimously ascribed by the English press to the pen of the Queen herself, appeared in the London *Times* of the 6th inst. It is a distinct and direct reply to articles that have lately appeared in British journals relative to Her Majesty's disappearance from public life, and to the course which she has marked out for herself in future. It has excited great attention throughout the Kingdom, and is the first instance in English history in which the occupant of the throne has held direct intercourse with the public press of the country. Some of the passages in this remarkable State document are very touching and beautiful:—

"An erroneous idea seems generally to prevail, and has latterly found frequent expression in the newspapers, that the Queen is about to resume the place in society which she occupied before her great affliction; that is, that she is about to hold levees and drawing-rooms in person, and to appear as before at Court balls, concerts, &c. This idea cannot be too explicitly contradicted.

"The Queen heartily appreciates the desire of her subjects to see her, and whatever she can do to gratify them in this loyal affectionate wish she will do. Whenever any real object is to be obtained by her appearing on public occasions, any national interest to be promoted, or anything to be encouraged which is for the good of her people, Her Majesty will not shrink, as she has not shrunk, from any personal sacrifice or exertion, however painful.

"But there are other and higher duties than those of mere representation which are now thrown upon the Queen, alone and unassisted—duties which she cannot neglect without injury to the public service which weigh unceasingly upon her, overwhelming her with work and anxiety.

"The Queen has labored conscientiously to discharge these duties till her health and strength, already shaken by the utter and ever-abiding desolation which has taken the place of her former happiness, have been seriously impaired.

"To call upon her to undergo, in addition, the fatigue of those mere State ceremonies which can be equally well performed by other English members of her family, is to ask her to run the risk of entirely disabling herself for the discharge of those other duties which cannot be neglected without serious injury to the public interests.

"The Queen will, however, do what she can—in the manner least trying to her health, strength, and spirits, to meet the loyal wishes of her subjects, to afford that support and countenance to society, and to give that encouragement to trade which is desired of her.

"More the Queen cannot do; and more the kindness and good feeling of her people will surely not exact from her."

## 3. THE QUEEN'S VISIT TO A WORKHOUSE.

Her Majesty, lately, paid a visit of inspection to the Windsor Union Working house. Her Majesty and suite on alighting were received by the very reverend the Dean of Windsor, Mr. Welleley—who is a constant visitor to the invalids and infirm poor of the house. Her Majesty commenced her inspection with an examination of the men's dining hall and old men's ward, whence the illustrious visitors passed to the boys' school-room, where the boys were at work under the superintendence of the schoolmaster, and after an examination of this portion of the house, her Majesty was pleased to express her approbation of the discipline and appearance of the children. The boys' dormitory, the old men's and able-bodied men's wards and store-rooms, were then inspected, the Queen appearing surprised and delighted with the arrangement of the latter department. Her Majesty then passed through the women's sleeping wards and the girls' dormitory, and afterwards proceeded to the girls' school room, where the girls of the union were engaged in school and needle-work. The Queen examined the girls' work, and spoke kindly and encouragingly to several of them. On leaving the school the royal party



proceeded to the girls' industrial department, where washing and laundry work were being carried on, thus preparing the girls for their future labours in life. Her majesty did not forget to visit the aged and infirm in the house, and spoke many a kind word to the poor inmates. Having inspected the rest of the wards, bread-room, scullery, kitchen, tailoring and shoemaking shop, the Queen entered the chapel, concluding her examination of the establishment by a visit to the board-room, where her Majesty left her signature on one of the books, "Victoria R.," with the day and date attached.

#### 4. THE QUEEN AND THE CANADIAN LIBRARIES.

Her Majesty the Queen has presented the different public libraries of the Province—namely, the Library of Parliament; Trinity College Library, Toronto; the University Library, Toronto; the Laval University Library, Quebec; the Queen's College Library, Kingston, Canada; McGill College Library, Montreal—with a copy of "The Principal Speeches and Addresses of His Royal Highness the Prince Consort." Each copy bears the following inscription, to which the Queen's own signature is attached:

P R E S E N T E D  
TO  
\* \* \* \* \*  
IN MEMORY OF  
HER GREAT AND GOOD HUSBAND,  
BY  
HIS BROKEN-HEARTED WIDOW,  
VICTORIA R.  
1864.

This book is a beautiful octavo volume, in white morocco, gilt, having on the outside the Prince's arms, with the motto, "*Treu und Fest*," and the name Albert underneath. The preface says, "It is published at the express desire, and under the sanction, of Her Majesty." This touching memorial of Her Majesty's affection for her husband, and proof of her regard for her Canadian subjects, will increase if possible that affectionate respect and admiration with which all look up to her.

#### 5. ALL RIGHT; OR, TRUE OBEDIENCE.

"Aunt Mary, may I go up on the top of the house and fly my kite?" asked Henry Alford one day. Henry was a visitor in the city, and almost a stranger to his aunt. He saw the little boys on the tops of the neighboring houses flying their kites with great success, and the thought struck him that he would have special fun if he could do the same. His aunt, of course, wished to gratify the boy in all reasonable enjoyment, but deemed this particular feat very unsafe; and, though she didn't know how it might affect Henry, she felt that she must refuse his request.

"I don't want you to go, Henry," said she; "I consider that a very dangerous thing for a little boy like you to attempt."

"All right, then, I'll go out on the bridge," replied Henry.

"His aunt smiled. 'I hope you'll always be as acquiescent, my lad,' she said to herself.

"Henry, what are you doing?" called his mother, on another occasion.

"Spinning my new top, mother."

"Can't you take the baby out to ride. Get out the carriage, and I'll bring him down.

"All right," shouted the boy, as he put his top in his pocket, and hastened to fulfil his mother's request.

"Aunt Mary, may I go that errand for you? I know I can find the place, and I like to find my way round the city so much."

"Well, you go straight down P Street to F, and then cross that, and a little further down is J Street. Go into that, and about three blocks down—oh! no, Henry, it's of no use; there are so many crooks and turns in the way, you never can find it. Wait until Robert comes home, and you shall go with him."

"All right," was the cheerful reply.

"Uncle William, may I go over to your store this morning? I want to see those baskets again I was looking at yesterday."

"Oh, yes, Henry, I shall be very glad to have you."

"But I can't spare you to-day, Henry," said his mother. "I want you to go out with me; you shall go to the store another time."

"All right," responded the child.

"No matter what request was made of Henry, what wish of his was refused, what disappointment or task it was necessary to impose upon him, his uniform answer was, 'All right.' Not a word of expostulation or teasing was uttered; no 'Why can't I,' or 'Must I,' or 'Do let me,' or 'I don't want to,' was ever heard from his lips. His aunt thought he was a model for all boys.

"This is obedience that is worth something," said she, "prompt, cheerful, uniform and unquestioning."

"Pity all boys and girls were not like Henry." What a comfort they would be to their parents,—ay, and to themselves too. What a deal of vexation, trouble, and sorrow they might save."

#### 6. FAMILY QUESTIONS.

1. Parents, do you *pray* for your children; earnestly, constantly, believingly?

2. Parents, do you *teach* your children; perseveringly, unweariedly, lovingly?

3. Parents, do you *watch* your children; tenderly, patiently, solemnly?

4. Parents, do you *make companions* of your children, that they may walk in your ways, as you are walking in the ways of God?

#### 7. "TWAS MY MOTHERS."

A company of poor children, who had been gathered out of the alleys and garrets of New York, were preparing for their departure to new and distant homes in the West. Just before the time of the starting of the cars, one of the boys was noticed aside from the others and apparently busy with a cast off garment. The superintendent stepped up to him, and found he was cutting a small piece out of the patched lining. It proved to be his old jacket, which, having been replaced by a new one, had been thrown away. There was no time to be lost. "Come, John, come!" said the superintendent, "What are you going to do with that old piece of calico?" "Please, sir," said John, "I am cutting it out to take with me. My dear dead mother put the lining into this old jacket for me. This was a piece of her dress, and it is all I shall have to remember her by!" And as the poor boy thought of that dear mother's love, and of the sad death-bed scene in the old garret where she died, he covered his face with his hands, and sobbed as if his heart would break! But the train was about leaving, and John thrust the little piece of calico into his bosom, "to remember his mother by," hurried into the car, and was soon far away from the place where he had seen so much sorrow.

#### 8. A SIMILITUDE.—DO NOT LOITER.

My attention was attracted the other day to a mother leading her little boy homeward. She seemed anxious that he should come on; but the little fellow would stop and play with any little thing which attracted his attention. The mother seeing him thus engaged, hid herself. Presently he lifted his eyes, and very grieved he looked at having, as he evidently thought, lost his mother. She, I could see, had her eye fondly fixed on him. When he was just on the point of bursting into tears, she came from her hiding-place with kind words, took his hand, and they went off lovingly together. So it is with the children of our heavenly Father, they loiter in the path of life to play with the things which perish with the using, instead of following Him whom they have chosen as leader and guide. Jesus, seeing this, hides Himself, to teach them, by the sorrow which this temporary absence occasions, not to linger, but to leave earthly things behind, and press on towards the enduring things which are before.—C. G. G.

#### 9. TRUTHLESSNESS IN CHILDREN AND ITS CURE.

Perhaps there is no evil into which children fall so easily as that of lying. The temptation to it is strong, and therefore the encouragement to veracity should be proportionately strong. If a child breaks anything, and honestly avows it, do not be angry with him. If candour produces a scolding, besides the strong effort it generally costs, depend upon it he will soon be discouraged. In such cases do not speak till you can control yourself—say, "I'm glad you told me. It was a very valuable article, and I am truly sorry it is broken, but it would have grieved me much more to have my son deceive me." And having said this, do not reproachfully allude to the accident afterwards. I was about to say that children should never be punished for what was honestly avowed; but perhaps there may be some cases where they will do again and again what they know to be wrong, from the idea that an avowal will excuse them; in this case they tell the truth from policy, not from conscience; and they should be reasoned with and punished. However, it is the safe side to forgive a good deal, rather than running any risk of fostering habits of deception.

Should you at any time discover your child in a lie, treat it with great solemnity. Let him see that it grieves you, and strikes you with horror, as the worst of all faults. Do not restore him to your confidence and affection until you see his heart really touched by repentance. If falsehood become a habit with him, do not tempt

him to make up stories, by asking him to detail all the circumstances connected with the affair he has denied. Listen coldly to what he says, and let him see, by your manner, that you have not the least confidence in his telling the truth. But remember to encourage, as well as to discourage. Impress upon his mind that God will help him to get rid of the habit, and that every temptation that he overcomes will make the next success more easy. Receive any evidence of his truth and integrity with delight and affection; let him see that your heart is full of joy that he has gained the victory over so great a fault.

A respect for the property of others must also be taught children; for, until they are instructed, they have very loose ideas upon the subject. A family of children cannot be too much urged and encouraged to be generous in lending and giving to each other; but they should be taught a scrupulous regard for each others property. They should never use each other's things, without first asking: "Brother, may I have your slate?" "Sister, may I have your book?" etc. They should be taught to put them carefully in place when they have done using them; and should be impressed with the idea that it is a greater fault to injure another's property than to be careless of your own. If any little barter has been made, and a dispute arises, hear both sides with perfect impartiality, and allow no departure from what was promised in the bargain. From such little things as these, children receive their first ideas of honesty and justice as well as truth.—T. T. in *British Monthly Journal*.

#### 10. POWERS OF MEMORY.

SIR WILLIAM HAMILTON tells some marvellous stories in his lectures on Memory. Ben Johnson could not only repeat all he had written, but whole books he had read? Niebuhr in his youth was employed in one of the public offices of Denmark, where part of a book of accounts having been lost, he restored it from his recollection. Seneca complains of old age, because he cannot as he once did, repeat two thousand names in the order they were read to him; and avers that on one occasion, when at his studies, two hundred unconnected verses having been pronounced by different pupils of his preceptor, he repeated them in a reversed order, proceeding from the last to the first uttered. A quick and retentive memory, both of words and things, is an invaluable treasure, and may be had by any one who will take the pains. Theodore Parker, when in the divinity school, had a notion that his memory was defective and needed looking after, and he had an immense chronological chart hung up in his room, and tasked himself to commit the contents, all the names and dates from Adam and the year one, down to Nimrod, Ptolemy, Soter, Heliogabalus, and the rest. Our verbal memory soonest fails us, unless we attend to it and keep it in fresh order. A child will commit and recite verbatim easier than an adult, and girls than boys. To keep the verbal memory fresh, it is capital exercise to study and recite new languages, or commit and treasure up choice passages, making them a part of our mental wealth.

#### 11. KEEP THE HEART ALIVE.

The longer I live, the more expedient I find it to endeavor more and more to extend my sympathies and affections.—The natural tendency of advancing years is to narrow and contract these feelings. I do not mean that I wish to form a new and sworn every day, to increase my circle of intimates; these are very different affairs; but I find it conduces to my mental health and happiness to find out all I can which is amicable and loveable in those I come in contact with, and to make the most of it. It may fall short of what I was wont to dream; it may not supply the place of what I have known, felt, and tasted, but it is better than nothing; it seems to keep the feelings and affections in exercise; it keeps the heart alive in its humanity; and, till we shall be the spiritual, this is alike our duty and our interest.

#### 12. EXAMPLE OF INDUSTRIOUS PERSEVERANCE.

Our readers may remember that remarkable monument of patient industry, which was in the Gallery of the late International Exhibition, "A CORK MODEL OF LINCOLN CATHEDRAL." The constructor was an agricultural labourer named Anderton, and who is reported in *The Daily News* to have collected no less than £800 from visitors. He has expended his money in the building of four cottages, which are now nearly completed, and in the front of them is a slab with the following inscription—

"Perseverance, cork, and glue.

One thousand eight hundred and sixty-two."

At the time of the Exhibition, Anderton was a totally uneducated man; but since then he has made great progress, being his own instructor.

#### 13. HOW STATUES ARE MADE.

A correspondent of the *London Reader* gives the following details regarding the production of statues: "The sculptor having designed a figure, first makes a sketch of it in clay a few inches only in height. When he has satisfied himself with the general attitude, a cast is taken of his sketch, and from it a model in clay is prepared of the full size he designed for his statue, whether half the natural height, life-size, or colossal. The process of building the clay, as it is called, upon the strong iron *armatura* or skeleton on which it stands on its pedestal, and the bending and fixing this *armatura* into the form of the limbs, constitute a work of vast labor of a purely manual sort, for whose performance all artists able to afford it employ the skilled workmen of Rome. The rough clay, rudely amusing the shape of the intended statue, then passes into the sculptor's hands and undergoes his most elaborate manipulation, by which it is reduced (generally after the labor of several months) to the precise and perfectly finished form he desires should hereafter appear in marble. This done, the *formuore* takes a cast of the whole, and the clay is destroyed. From this last plaster cast again in due time the marble is hewn by three successive workmen. The first gives it rough outline, the second brings it by rule and compass to close resemblance with the cast, and the third finishes it to perfection."

### X. Educational Intelligence.

#### CANADA.

—MCGILL UNIVERSITY.—PRESENTATION OF SHAKESPEARE, MOLSON AND LOGAN GOLD MEDALS.—Shortly after four o'clock on Saturday, the subscribers and others assembled in the Molson Hall of the McGill University, to present the fund for the Shakespeare medal. The Committee being introduced, Mr. Workman read the address to the chairman, requesting the acceptance of the fund. The reply on behalf of the Governors was read by the Hon. John Rose, who supplemented some appropriate remarks of his own. The Hon. James Ferrier here read a letter from his Excellency the Governor General, expressing his readiness to subscribe \$10 towards the fund, and the pleasure it gave him to do so. The following is the pith of the deed of gift:—The indenture set forth that it was between the donors and the Governors, Principals and Fellows of McGill College, and witnessed that the donors, to commemorate the three hundredth anniversary of the birth of Shakspeare, and encourage English literature, gave to the college £425 currency to form and endow a medal, to be given annually to the Faculty of Arts of the College for the students who should fulfil the required conditions on passing an examination in an Honour Course, to comprise the works of Shakspeare and the literature of England from this time to that of Addison, and such other accessory subjects as the Corporation might from time appoint, the said sum to form a fund to be called the "Shakspeare Medal Fund." The remainder, as to the medal being of gold and a bronze copy thereof to be given to each subscriber of ten dollars, we need not recapitulate. The donors also express in the deed their thanks to Thomas D. King, Esq., with whom the project of the medal originated, for his zealous and successful exertions in procuring subscribers for this object. The ceremony of presenting this medal being over, Principal Dawson rose and said he had been offered two other gold medals. The one from Mrs. Molson, of Belmont Hall, Montreal, for competition in the Faculty of Arts, bearing on the obverse, the head of Sir Isaac Newton, and on the reverse a wreath of laurel, and the College Arms, with the inscription, "*Universitas McGill, Monte Regio*," and the College motto "*In Domino confido*" around the margin, and in the centre the words, "*Anna Molson donavit*," and to be known as the Anna Molson Medal, and to be awarded annually to the student who, at the examination for B. A., should take the highest honors of the first rank in Mathematics; and the other from Sir William E. Logan, LL.D., F.R.S., to be awarded annually to the student who should, at the examination for the degree of B.A., take the highest honors of the first rank in Geology and Natural Science. Mr. Robertson moved the vote of thanks to Mrs. Molson, which was seconded by the Vice Principal. The vote of thanks to Sir W. E. Logan was moved by Mr. Holmes, and seconded by Mr. Anderson, both being, as a matter of course, carried *sem con*. Just before the proceedings closed, Mr. King rose and said, he would wish to call the attention of his friends of the University to the state of the shelves of the Library. In the department to which the learned Principal turned his attention, particularly, there might be no lack of books—but there were few works on English literature. A Shakspeare medal had just been given but without more works on English literature, it would be difficult for any student to gain it. The meeting then separated.—Witness, 25th April.

— **UNIVERSITY OF QUEEN'S COLLEGE.**—A meeting of the Convocation of the University of Queen's College was held in the Convocation Hall on Thursday afternoon for the purpose of conferring degrees upon those who have passed the University examinations in the Faculty of Medicine. As usual, the room was well filled by an audience of ladies and gentlemen, and by the students and their friends. The chair was taken by the Rev. Dr. Williamson, Professor of Mathematics, the Rev. Principal Leitch being unable to attend by reason of serious indisposition. The Rev. chairman opened the proceedings with prayer, and after brief remarks proceeded to the main object of the day—the laureation of graduates, which was gone through with in the customary manner. The following gentlemen received the degrees of *Doctor of Medicine*:—Hugh Bigham, Orono; Myers Davidson, Yarker, Camden; Andrew Thomas Dunn, Brookville; Thomas Makins Fenwick, Kingston; Edward C. Fox, Wolfe Island; James H. Gleason, Kingston; Sidney D. Grasse, Kingston; Walter Westlake Hoare, Adelaide; William Seward Millener, Rochester, N. Y.; Duncan McIntyre, Alvinston; Robert H. Preston, South Leeds; Abraham Willet Searle, Wellington; James Taylor, Bowmanville; William M. Thornton, Trenton; Philander Grant Wartman, Collinsby. The names of the following gentlemen were announced as having passed the *Primary Examination*:—Alexander Bell, Perth; John Bell, B.A., Kingston; George Deans, Trenton; Mr. Heggie, Brantford; Alfred J. Horsey, Kingston; Edwin H. Kertland, Kingston; John Massie, Seymour; Alexander McLaren, Williamstown; James B. Morden, Prince Edward County; Richard A. Reeve, B.A., Toronto; Francis Rourke, Kingston; William J. Weeks, Brookville. Dr. Williamson next expressed his regret that the medical school was on the point of losing one of the most skilful teachers, Dr. Dickson, the Professor of Surgery, and announced that Dr. H. Yates would subsequently deliver the valedictory address. Dr. Dickson having expressed himself as slighted by the arrangement that he, as a retiring professor, had not been permitted to deliver a valedictory address, he was permitted to take the class to another room for the purpose of addressing them. Having returned to the Convocation Hall.—*News*.

— **UNIVERSITY COLLEGE CONVERSATIONS.**—On the 31st ult., a large number both of ladies and gentlemen honored with their presence the *conversations* of University College, held in Convocation Hall. The programme embraced both musical and literary exercises, and kept the attention of the large audience till a late hour. "The Huntsman's Chorus" from *Der Freischütz*, and "The Gipsy Chorus" from *The Bohemian Girl*, were sung by members of the society in good time and with effect, thanks to the exertions of Mr. Labitsky, who conducted. Mr. Fleming recited "The Moor's Revenge" exceedingly well, and Mr. H. C. Tyner gave a reading from "The May Queen" with that pathos which is absolutely necessary to render such a selection effective. Mr. Rossin on the piano performed both brilliantly and tastefully. Mr. Crawford sang several songs, and each time elicited the most marked tokens of approbation. Mr. J. King spoke on "Our later literature of freedom," and Mr. J. Campbell on "The influence of music on education." Both gentlemen acquitted themselves well. It is gratifying to know that the College Students do not confine their attention to the severer studies, but cultivate those accomplishments which tend so much to produce that grace and refinement which make the perfect gentleman.—*Leader*.

— **BOYS HOME CONVERSATIONS.**—The conversations held at the Normal School on the 8th inst., in aid of the Boys' Home, was, without doubt, one of the most successful gatherings held in Toronto for a long time. It is seldom that the youth, beauty and fashion of our good city, condescend to patronise, as a body, any undertaking. Last night was one of those occasions. The large and beautiful lecture-room, or theatre of the School, was crowded to the utmost, and very many were unable to gain admittance. The object towards which the proceeds were to be appropriated was a most laudable one, and we were therefore rejoiced at seeing our wealthiest citizens giving their assistance by patronizing the entertainment. But, setting this important point aside, there was another that, no doubt, tended greatly to make the affair pass off successfully, namely, the peculiarly attractive and interesting programme presented. Besides being pleasing, it was highly instructive, and contained several features of a unique though very interesting character. At eight o'clock the Rev. Dr. McCaul took the chair, and called upon the Rev. Dr. Ryerson to make a few remarks. Dr. McCaul followed and stated the object for which the entertainment was given. A chorus entitled "Dawn of Day" was then effectively sung by a number of well-known amateur vocalists—ladies and gentlemen. This was followed by "The bonnie wee wife," sung by Mr.

Bogert in a style which elicited the plaudits of the audience. Mr. Rossin then performed, in a masterly manner, Gottschalk's celebrated "Banjo" on the piano. Miss Ridout next favoured the audience by singing, very effectively, a sweet selection. A fine chorus from "La Sonnambula" was then given by the ladies and gentlemen mentioned above, and was loudly encored. This concluded the first part of the entertainment, after which the audience, or so many of them as could, went to "Room No. 2," where Dr. May, with a powerful magic lantern gave a series of very beautiful dissolving views of a geographical and historical character. The third part of the programme was then proceeded with, and consisted of experiments in electricity, galvanism, &c., by Dr. May and William Armstrong, Esq., C.E.; experiments in pneumatics, hydrostatics and chemistry, by J. H. Sangster, Esq., M.A.; and experiments with microscopes, ophthalmoscopes, &c., by Dr. Rosebrugh and Alex. Marling, Esq., LL.B., all of which proved highly interesting. As the number present was too large for the room in which the experiments were being given for all to attend, many strolled through the other apartments, and amused themselves in examining the varied works of art there to be found. The fourth part of the programme, consisting of dissolving views of a comic character, was not given on account of the length of time occupied in the experiments. The crowd again filled the theatre when the fifth part was performed. It consisted of several pieces of music, vocal and instrumental, all of which were well and effectively rendered. Dr. McCaul then made a few remarks, thanking the audience, on behalf of the managers of the Boys' Home, for their attendance; and also thanking those who had taken part in the performance for their services. The entertainment was brought to a conclusion by singing the National Anthem.—*Globe*.

— **KNOX'S COLLEGE.**—The late session of 1863-4 of this college was closed with an address by Principal Willis. A large audience was in attendance, including clergymen and former pupils from all parts of the country. Dr. Willis stated that fifty-five students had been in attendance during the session, and that of these nine had completed their curriculum.

— **UPPER CANADA COLLEGE SHAKSPEAREAN CELEBRATION.**—The Tercentenary celebration was inaugurated at the college on the 22nd inst., under the presidency of M. Cockburn, the Principal. After an address from Dr. Connon, the business of the evening was entered upon and various well selected extracts from the plays of Shakspeare were given by the boys with an expression and correctness which testified to their ability and zeal, and must have proved highly gratifying to the friends of those who took part in them. During the evening, Shakspearean songs and instrumental pieces were given by several of the boys, under the care of Mr. Henry Martin.

— **PRESENTATION TO THE REV. JAMES PORTER, CITY SUPERINTENDENT.**—On Saturday last the 9th inst., teachers of the city public schools assembled at the residence of the Rev. Mr. Porter, Local Superintendent, and presented him with a very handsome tea service, accompanied by an address expressing their high respect for him in his official capacity. The articles presented were of the most modern style and pattern, chaste and elegant in design and excellent in material. One of the pieces bore the following inscription:—"Presented to the Rev. James Porter, Local Superintendent of the schools of Toronto, by the teachers, as a sincere expression of their respect and esteem. Toronto, April, 1864." It must be very gratifying to Mr. Porter to be thus assured that in the performance of his duties he has succeeded in securing the hearty good-will, and as a natural consequence, the earnest co-operation of the teachers. The reverend gentleman's attainments as well as his disposition and deportment fit him admirably for the position he occupies. Possessing a happy combination of the *suaviter in modo* with the *fortiter in re*, he is not only courteous and gentlemanly in his intercourse with parents, teachers and pupils, but also strict and impartial in the discharge of his duties as Superintendent.

— **GLOUCESTER COMMON SCHOOLS.**—At the instance of the Rev. W. Lockhead, the excellent Local Superintendent, a *reunion* of the Schools of this Township, for a competition, was held at Billings' Bridge on the 12th ult. Each school was entitled to send five of its best scholars. With three or four exceptions, all the schools were represented. From 10 a.m., to 4 p.m., a spirited contest was maintained in Reading, Spelling, English Grammar, and Geography. Specimens of writing were also submitted for examination. Seeing that this was the first occasion of the kind in the Township, the appearance made by the competitors, as a whole, was exceedingly creditable. The proficiency and readiness displayed by some were really considerable, and worthy of encouragement. Through Mr.

Lochead, a grant of twenty dollars has been obtained from the Township Council for prize books.—*Citizen*.

—SOUTH WELLINGTON TEACHERS' ASSOCIATION.—The second regular quarterly meeting of this Association was held at the Centre Inn, Eramosa, on the 19th ult. Owing to the severity of the weather, not many teachers attended. Mr. Downy read his Essay, 'The Training of youth,' which he divided into three heads—Moral, Mental, and Physical. After the Essay, Mr. Hart proceeded to the discussion of History. Mr. Hart then illustrated his mode of teaching Long Division and Reduction before a class.—Most of the teachers confessed that it was one of the most difficult of the rules of Arithmetic to teach. Mr. Lowry led the discussion in School Organization, stating that it was as difficult as Long Division, &c. The meeting then appointed Messrs. McLaren, McCaig and Lowry essayists for next meeting; and Mr. McFarlane to lead in Grammar, Mr. Young in Writing, Mr. McCaig in the Text Books, and Mr. Hart in the Fractions. It was resolved that the next meeting should be held at the village of Erin on the 3rd Friday of May. The meeting then adjourned.—*Guelph Herald*.

### FOREIGN.

—PROGRESS OF EDUCATION IN SOUTHERN ITALY.—In 1861 there were in the Neapolitan provinces 1,746 schools for boys and 835 for girls, with 1,755 masters and 835 mistresses. The pupils were, boys, 84,198, and girls, 26,160. There were also 48 evening schools, with 1,002 pupils, and 5 infant asylums, with 358 inmates. There are now 2,867 schools for boys, 1,264 for girls, 2,488 masters and 1,479 mistresses, the pupils being 77,864 boys and 52,153 girls, as well as 677 evening schools with 14,342 pupils, and 29 asylums with 2,765 scholars. In Palermo there were, during the time of the Bourbons, only eight schools, there are now a hundred.

### XI. Departmental Notices.\*

#### NOTICE TO METEOROLOGICAL OBSERVERS.

The Grammar School Masters in charge of Meteorological Stations will please take notice that in (1) the column headed "clouds in motion," instead of describing the *class* of clouds they should enter the point of the compass *from* which the clouds are moving. If the clouds seem to be stationary, write "*calm*," if there be no clouds, write "*clear*." As in the case of the wind the direction will be indicated by the nearest of the *eight* principal points. (2) Attention is called to the fact that in many instances observers, instead of invariably entering the letters which indicate the winds' direction in the column headed "direction of the wind," have here and there supplied their places by a blank or stroke (—), thus leaving the direction uncertain. This substitution of a stroke for the proper letters should be avoided, and if the observation has been omitted the fact should be notified on the paper.

#### NOTICE TO CANDIDATES FOR GRAMMAR SCHOOL MASTERSHIPS.

The Committee of Examiners appointed by the Council of Public Instruction for Upper Canada, meets in the Normal School Buildings, Toronto, on the last Monday in June and the first Monday in January of each year. Candidates are required to send in their names to the Chairman of the Committee one week previous to the day of examination.

#### SCHOOL REGISTERS SUPPLIED THROUGH LOCAL SUPERINTENDENTS.

School Registers are supplied gratuitously, from the Department, to Common and Separate School Trustees in Cities, Towns, Villages and Townships by the County Clerk—through the local Superintendents. Application should therefore be made direct to the local Superintendents for them, and not to the Department. Those for Grammar Schools have also been sent to the County Clerk, and will be supplied direct to the head Masters, upon application to the Clerk.

\* Several communications addressed to the Editor will appear in the next Number.

#### NO PENSIONS TO COMMON SCHOOL TEACHERS UNLESS THEY SUBSCRIBE TO THE FUND.

Public notice is hereby given to all Teachers of Common Schools, or Teachers of the English branches in Grammar Schools, who are legally qualified Common School Teachers in Upper Canada, who may wish to avail themselves at any future time of the advantages of the Superannuated Common School Teachers' Fund, that it will be necessary for them to transmit to the Chief Superintendent, if they have not already done so, their subscriptions, at the rate of \$5 per annum for each preceding year, commencing with 1854, and at the rate of \$4 per annum for the current year's subscription. The law authorizing the establishment of this fund provides, "*That no teacher shall be entitled to share in the said fund who shall not contribute to such fund at least at the rate of one pound per annum.*" No pension will be granted to any teacher who has not subscribed to the fund, in accordance to the preceding regulations of the Council of Public Instruction.

#### POSTAGE REGULATION IN REGARD TO GRAMMAR AND COMMON SCHOOL RETURNS.

All official returns which are required by law to be forwarded to the Chief Superintendent, or a Local Superintendent, and which are made upon the printed blank forms furnished by the Educational Department, *must be pre-paid*, at the rate of one cent, and be open to inspection, so as to entitle them to pass through the post as printed papers. No letters should be enclosed with such returns. A neglect to observe this regulation has repeatedly subjected this Department to an unnecessary charge of 14 cts. and 21 cts. on each package, including the Post-office fine of nearly *fifty per cent.* for non-payment.

#### PRE-PAYMENT OF POSTAGE ON BOOKS.

According to the new Postage Law, the postage on all books, printed circulars, &c., sent through the post, *must be pre-paid by the sender*, at the rate of one cent per ounce. Local Superintendents and teachers ordering books from the Educational Depository, will therefore please send such an additional sum for the payment of this postage, at the rate specified, and the Customs duty on copyright books, as may be necessary.

#### INDISTINCT POST MARKS.

We receive, in the course of the year, a number of letters on which the post marks are very indistinct, or altogether omitted. These marks are often so important, that Postmasters would do well to see that the requirements of the Post-office Department, in relation to stamping the post-mark on letters is carefully attended to.

#### PRINCIPAL ARTICLES OF CANADIAN MANUFACTURE.

General School Room Maps, Raised Maps, Map Cases, Rotary Map Stands, Globes, and Elementary School Apparatus relating to Astronomy, Natural Philosophy, Pneumatics, Electricity, Electro-Magnetism, Optics, Chemistry, &c. &c.

#### LARGE MAP OF BRITISH NORTH AMERICA.

New Map of British North America, including Nova Scotia, New Brunswick, Prince Edward Island, Newfoundland, Vancouver Island, British Columbia, Red River, Swan River, Saskatchewan; a Map of Steamship Routes between Europe and America, &c. &c. 7ft. 9in. by 3ft. 9in. Constructed and just published under the supervision of the Educational Department for Upper Canada. Price \$6.

ADVERTISEMENTS inserted in the *Journal of Education* for 20 cents per line, which may be remitted in postage stamps, or otherwise.

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All communications to be addressed to J. GEORGE HODGINS, LL.B., Education Office, Toronto.

LOVELL AND ALBION, PRINTERS, YORK STREET, TORONTO.



June 11

# JOURNAL OF EDUCATION,

Upper Canada.



VOL. XVII.

TORONTO: MAY, 1864.

No. 5.

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## HARVARD COLLEGE LIBRARY.

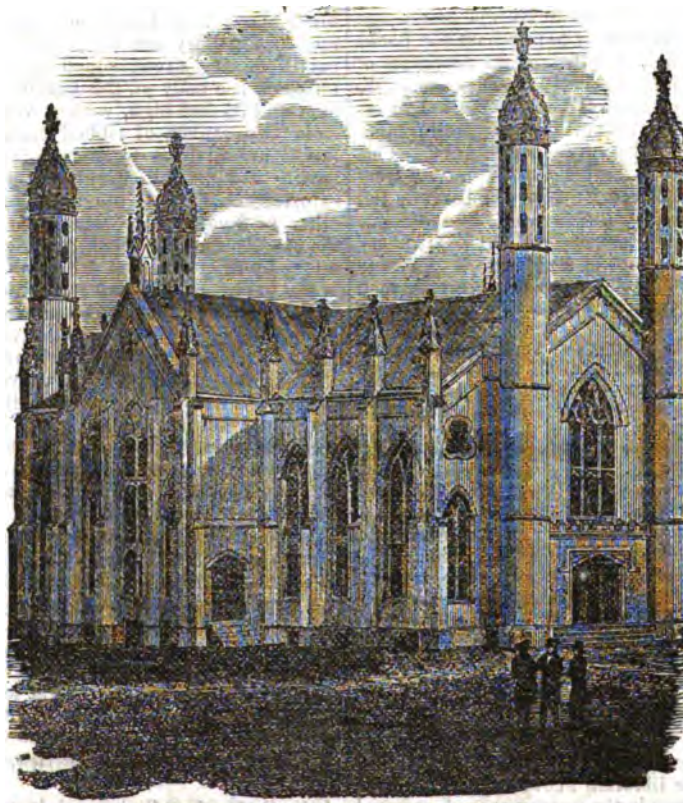
From a report of the Harvard College Library Committee, just received from John L. Sibley, Esq., the librarian, we make the following interesting extracts, as the first of a series of papers in this number of the *Journal of Education*, on Library matters. The writer of this notice, in a recent visit of much interest to the Library, was very much struck with its admirable arrangement, and especially with the new system of cataloguing, which is referred to and fully explained in the following article:—

"The Committee cannot forbear to advert to the fact, that the year of their service is the last of the period of just one hundred years since all New England was filled with dismay by the news of the destruction by fire of the College Library. It seems to have been felt throughout the Province, not only as a public calamity, but as a private grief, as if the very palladium of learning were gone. The precious accumulation of more than a century

was suddenly swept away. The record of that day says, "In the middle of a very tempestuous night,—a severe cold storm of snow, attended with a high wind,—we were awakened by the alarm of fire. \* \* \* \* In a very short time this venerable monument of the piety of our ancestors was turned into a heap of ruins. The other buildings were in the utmost danger of sharing the same fate \* \* \* \* nor [it being vacation] could they have been saved by all the help the town could afford, had it not been for the assistance of the gentlemen of the general court, among whom His Excellency the Governor was very active." As it was, the loss to a great extent was irreparable. What would not now be given to recover the library of John Harvard; "the whole library of the late learned Dr. Lightfoot;" "the library of the late eminent Dr. Theophilus Gale;" "the Greek and Roman Classics, presented by the late excellent and catholic-spirited Bishop Berkeley, most of them the best editions;" and the various choice books made so precious by the memory of the givers,—Bishop Sherlock; John

Hales, "the ever-memorable;" Dr. Watts, Dr. Mead, Thomas Hollis the elder, Richard Baxter (who had robbed himself of a good part of his literary apparatus, in the want of which he was obliged to excuse himself for relying upon his memory, in a published controversy, by saying that he had sent it to the College in New England); and a host of celebrated and liberal minded men of that and the preceding age! Among the treasures of art then destroyed, were the cherished portraits (according to the quaint grouping in the Corporation record) of Duns Scotus, Keckermann, Mr. Baxter, Mr. Penoyer, and the generous Mr. Hollis.

"The General Court, which, in consequence of the prevalence of the small-pox in Boston, was then sitting in Cambridge, and occupying the room



GORE HALL.—HARVARD COLLEGE LIBRARY.



appropriated to the library, immediately voted to erect a new building; and Harvard Hall was in a short time fully replaced by another edifice of the same name. A corresponding zeal was manifested by other friends of the institution, to furnish the new hall with a library and philosophical apparatus. The general Court of New Hampshire, which at that time had no college of its own to provide for, granted, at the instance of Governor Wentworth, £300 sterling towards restoring the library. "The Society for Propagating the Gospel in New England and parts adjacent," gave the same sum; and the Society for Propagating the Gospel in Foreign Parts" £100 sterling. Thomas Hollis, Esq., of London, redoubled his generous efforts to assist the College in its distress; and other public spirited and enlightened individuals came forward with their contributions on the occasion, so that a very few years supplied the loss of what had been the accumulation of more than a century. The library increased so rapidly, that in 1790 it consisted of about 12,000 volumes.

Harvard College Library is almost entirely the fruit of individual munificence. Its records exhibit a long list of donors, whose names are indissolubly associated with the establishment. The first and most generous is that of Thomas Hollis. Next to that of the founder of the University, his name stands pre-eminent for its claims to a grateful recollection. Several individuals of that family were benefactors of Harvard College. Two of them displayed a most remarkable degree of generosity. The first was the excellent Thomas Hollis, who founded two professorships,—one of theology and one of mathematics and natural philosophy; and besides various other benefactions, contributed largely to the library and philosophical apparatus.

Two large quarto volumes, compiled by Archdeacon Blackburne, are devoted to an exhibition of the latter Thomas Hollis's "deeds of peace." In one of the tributes to the memory of this extraordinary man, which appeared soon after his decease, and which are preserved in those volumes, it was justly observed, "that in his death, Liberty lost her champion, Humanity her treasurer, and Charity her steward." One of his principal employments was to collect the most valuable books in the various branches of learning, especially such as were intimately connected with the highest interests of man, and to forward them as presents to those places where they were most wanted. This University partook largely of his bounty: it was, indeed, a favourite object of his regard.

When, in 1810, Dr. Kirkland became the head of the College, the interests of the library were among the earliest and the chiefest of his cares. His marvellous personal influence was exerted in every direction in its behalf. His skilful, graceful, but ever-reliant pen, produced one of the best papers ever written on the proper constitution and functions of an American University, with a large library as its soul.\* Young professors elect (since become celebrated in the republic of letters) were sent to Europe to prepare themselves for their office, and with authority to purchase the books needed for their departments; which resulted in an accession of 1,500 selected volumes. Whole libraries were now poured into Harvard Hall by the munificence of several benefactors. But especially was the presidency of Dr. Kirkland, at its beginning, distinguished by reforms in the administration of the library. This had hitherto, to a great extent, been a sealed fountain. Its treasures were not only secured, but immured.† Now the barriers fell

\* *North American Review*, vol. vii. pp. 270-278; vol. viii. pp. 191-200. "Now a large, well-chosen library is the soul of a university. No other advantages can supply the want of this; and with this, learning may flourish with less of other facilities than were otherwise desirable."—*Ibid.*, p. 198.

† In 1790, the library was opened for taking out books on every Friday in term-time, from 9 till 11 o'clock a.m., and "if that be not sufficient," from 3 till 5 o'clock p.m. Three descriptions of persons, namely, resident graduates, seniors, and juniors, might go into the library once in three weeks, but in different weeks respectively, "in their order." "The librarian shall permit the scholars to enter the library three at a time, and as near as may be in their [alphabetical] order;" and "if any other shall attempt to intrude," he shall be "punished" by a fine of five shillings. In 1807, this "punishment" was reduced to "one dollar," Federal currency.

In 1798, the Sophomores also were permitted to cross the sacred threshold once in three weeks, but on a Friday all their own,—the resident graduates and the seniors being now trusted to go in on the same Friday. After President Kirkland's accession, the Freshmen too were allowed to share the privilege on the same day with the Sophomores. They had hitherto never entered the library on their own account, but only as scouts or messengers, detailed in parties of six to serve for the day, and sent out in pairs to summon and to bring notice of the approach of the squadrons of "three" that were expected by the librarian. For this service their reward was, awe within the precincts of the library, and delight in the college-yard at being exempt from one recitation. Up to this time, besides the attendance of the librarian above implied, he was "obliged to wait on any of the gentlemen in the instruction and govern-

at once. It was proclaimed far and near, through the literary journals of the time, that "by a new regulation, the library was opened during six hours of each day (except the Sabbath),"—"and all conveniences provided for reading and consulting books and making extracts from them. All literary gentlemen are freely admitted."\*

Not long afterwards there appeared, in a journal of great authority and influence, this remark: "While the University so liberally extends the use of what she possesses, we cannot doubt that her liberality will soon be rewarded by an increase of her stores."†

Here was struck a key-note—the strain is still resounding. Then began the practice with grateful authors and publishers, of enriching the library with copies of their new works, which had been made better by the use of its stores. Then scholars, importing books—often costly ones—from Europe, perhaps for a single definite purpose, were willing to bestow them upon the library for the use of other scholars, to whom they would be accessible in common with themselves. During this first century in the history of the present library, the average annual increase has been about 1000 volumes. During the last five years of this period, the annual average has been over 6000 volumes, of which the scattering donations from hundreds of givers of books have amounted to over 2000 volumes a year,—or about one-quarter of the whole. The other three-quarters have been supplied by purchase, in part with the income of funds bearing respectively the honoured names of Hollis, Shapleigh, Haven, Salisbury, Lee, and Ward; but especially with the gift of that most munificent benefactor of the library, who has rounded the history of the century with the pregnant phrase,—“Five thousand dollars a year for five years,” which no succeeding century can forget.

In the new Harvard Hall, erected immediately on the site of the old one, the public library was kept till July, 1841, when the books were removed to Gore Hall,—a spacious and imposing edifice built for its exclusive accommodation, by means of funds bequeathed to the college by the Hon. Christopher Gore.

Gore Hall presents a pure and chaste specimen of the Gothic style of the fourteenth century; but the hard Sienite, or Quincy Granite, used in its construction, made it necessary to omit the elaborate ornaments with which this style is usually wrought. It is in the form of a Latin cross—the length of the body being 140 feet, and across the transepts 81½ feet. The main entrances are flanked by octagonal towers, 83 feet high, surmounted by lofty mitred pinnacles, somewhat like those of King's College Chapel at Cambridge, England. The outer walls are of rough stone, laid in regular courses, with hammered-stone buttresses, towers, pinnacles, and drip-stones. The inner walls and columns are of brick, stuccoed. The main floor is also of brick, resting on brick arches, filled above to a level, and covered with hard pine boards. The roof and gallery are supported by wrought-iron rafters, and the partitions are strengthened by concealed iron columns. The interior of the body of the building forms a beautiful hall, 112 feet long and 35 feet high, with a vaulted and ribbed ceiling springing from two ranges of ribbed columns. The spaces between the columns are divided by partitions into stalls or alcoves for books, having a light gallery above, protected by an ornamented iron balustrade. One of the transepts is used as a reading-room; the other is divided into three apartments for books. This hall, in the construction of which great caution was used to guard against injury by fire, is heated by steam. This is conveyed from a boiler in the basement, through iron pipes, to four stacks of perpendicular copper pipes, arranged like screens at the sides of the central area. An ingenious self-acting contrivance regulates the draft, so as to check or increase the generation of the steam.

The public library of the university, for which alone, as before stated, this hall is designed (the libraries of the theological, medical, law, and scientific schools being kept in separate buildings), contains books in all branches of learning. These are arranged according to subjects, into the four grand divisions of Literature, History, Theology, and Science, with numerous sub-divisions.

The Committee were impressed, as former Committees have been, with the zeal and assiduous efforts of the librarian, in season and out of season, for the preservation and increase of the library, and his earnest pursuit of whatever he conceives to be for its interest. The learned assistant-librarian, Mr. Abbot, ably seconded by Mr.

ment of the college, whenever they have occasion to go into the library;" and also "to attend on Wednesday in each week, vacations excepted, on such gentlemen as shall obtain leave from the president, professors, and tutors [that is, the Faculty as a body] to study in the library."—See *Laws of Harvard College*, of several dates.

\* *General Repository and Review*, Cambridge, vol. ii. p. 391; vol. iv. p. 401.

† *North American Review*, vol. ix. p. 248.

Cutter, has efficiently pursued his labours in the cataloguing department, besides acting personally as expositor of the resources of the library to many of its consultants.

The new catalogue on cards has been making such progress, and has been so constantly in use during the past year, that experience has dissipated all doubts as to its intrinsic practical value. The theoretical soundness and the beauty of its method have never been questioned, and it would seem that the librarians and the frequenters of the library must now be congratulated on the possession of the best mode yet devised of summarily answering the questions:—1. Is the book I want in the library? 2. What books in the library treat of the subject on which I am seeking information? At the request of the Committee, Mr. Abbot has prepared a written statement of his plan, now in full operation. It accompanies this report, and forms a part of it. It is proper to say, that expert librarians of large libraries in different parts of the country, have pronounced most favourably upon it; the younger as well as the older members of the university use its guidance with ease and pleasure; and it lightens the labour and saves the time of the officers of the library in a very appreciable degree.

#### NEW CATALOGUES OF THE HARVARD COLLEGE LIBRARY.

The object of the first of these catalogues, which is called by way of distinction the "Index of Authors," is to enable a person to determine readily whether any particular work belongs to the library, and if it does, where it is placed. The object of the second—the "Index of Subjects," is to serve as a guide to all the separate works in the library on any particular subject. These catalogues also include the treatises which are contained in collections and in the transactions of learned societies; and they are likewise intended to embrace, as far as practicable, articles in the more important periodical publications. To prevent misapprehension, it should be observed that these new catalogues do not supersede the alphabetical manuscript catalogue of additions to the library, with full titles, which has for many years been kept on cards.

#### NEW ALPHABETICAL CATALOGUE, OR "INDEX OF AUTHORS."

In a catalogue designed to answer the question whether a particular work belongs to a library, the entries of titles should be under the names of the authors, given in full, with great care to avoid confusion of persons. Anonymous and pseudonymous works, periodicals, and publications of governments and societies, require to be entered according to special rules, which need not be stated here. Numerous cross-references of various kinds are also absolutely necessary to secure the object of a good alphabetical catalogue; for the number of works which one cataloguer would place under one heading, and another cataloguer under a different one, is very large.

If the library is one of considerable magnitude, fulness in regard to the names of authors is of great importance; but for the particular purpose mentioned, fulness of title is not important. Each title is written on a separate card, five inches long and two inches wide, ruled lengthwise with seven blue lines, one quarter of an inch apart, and crosswise with three red lines, three-eighths of an inch apart—the first of them being seven-eighths of an inch from the left-hand margin of the card. The space thus marked off on the left contains a note of the alcove and shelf or other place in the library where the book or pamphlet is to be found, and of the class or classes under which it stands in the Index of Subjects.

#### FORM OF THE CARD, ON A REDUCED SCALE.

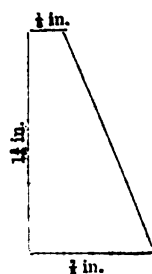
3 in.		Edwards, Edward.
	3.36	Memoirs of Libraries; including a Hand-book of
		Library Economy. 2 vols. L. 1850. 8vo.
	Libr.	
</		

The cards composing this catalogue are kept in drawers, twenty-eight of which occupy the upper part of a case, and are arranged in seven tiers, being placed at such an altitude that the highest drawer is not too high, nor the lowest too low, to admit of a convenient examination of its contents. Each drawer is about 15 $\frac{1}{2}$  inches long, 10 $\frac{1}{2}$  inches wide, and 2 $\frac{1}{2}$  inches deep, inside measure, and being divided by a thin partition running lengthwise through the middle, contains two rows of cards. It is prevented from being pulled out

accidentally by a wooden button screwed on the inside of the back of each half-drawer, and, when turned up, projecting a little above it. The drawer on being pulled out, is therefore stopped by the buttons when they reach the horizontal partition in front on which the drawer above it rests. If the buttons are turned down, the drawer may be taken out.

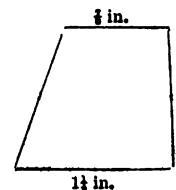
The cases of which these drawers form the upper part, are each about 4 feet 3 inches long, and 19 $\frac{1}{2}$  inches wide, and stand on castors. Their height is such that the bottom of the lowest drawer is about 32 inches from the floor, and the top of the highest 54 inches. They are closed at the back; and the space in front below the drawers is left open, to be occupied with books, so that no room is lost. Four of these cases have thus far been made for the use of the library. Being placed in pairs, back to back, near the middle of the hall, they together form a structure about 8 feet 6 inches long by 3 feet 3 inches wide, the upper part of which is occupied on one side by the drawers for the Index of Authors, and on the other by those containing the Index of Subjects. Strips of tinned iron are screwed to the margins in front of each drawer, the upper edge of one strip and the lower edge of the other being folded over, so as to form a sort of frame for the buff-coloured pasteboard labels which describe the contents of the two divisions of the drawer, and which cover its whole front, except the portion directly above and below the handle in the middle. The labels, being slipped under the overlapping part of these strips or cleats, are firmly held, but can be withdrawn without difficulty when it is necessary to change them.

Suppose a drawer half full of cards; how shall these be retained in their proper position, so that they shall not fall down, and so that they may be easily manipulated,—always presenting their titles fairly to the eye? This object is effected by two wooden blocks. The first of these is an inch and three-quarters high, seven-eighths of an inch wide at the base, one-eighth of an inch wide at the top, and in length just equal to the width of the half-drawer, in the front of which it is fixed, with its sloping side facing the cards. The second block, an inch and a quarter wide at the bottom, seven-eighths of an inch wide at the top, one inch high, and in length about one-fifth of an inch less than the width of the half-drawer, is placed directly behind the cards, in contact with them, and is prevented from sliding back by a thumb-wedge, easily movable, interposed between the right end of the block and the side of the drawer; so that although the drawer may contain only a very few cards, they are kept in their proper place between the two blocks. This block, presenting its oblique side to the cards, gives them a tendency to incline backward in that position, which is found to be most convenient when one wishes to examine them in search of a name. Those which have been passed by in the manipulation lean forward, resting on the block in the front of the drawer, so that a wide opening is left at the place of examination, and one can read the title with facility, without raising the card from the drawer.



No. 1.—Fixed block in the front of the drawer.

The cards are supposed to stand on their edges between the two blocks, in their normal position leaning against No. 2.



No. 2.—Movable block behind the cards.

But there is another difficulty to be overcome. We have a drawer containing perhaps five hundred cards, forming a mass about seven inches in length, and embracing the titles and references under the names of authors from *Abartanel* to *Apuleius*. Suppose that I wish to find *Aikin* or *Ames*, into what part of that mass shall I plunge? This difficulty is relieved by the use of wooden blocks about one-eighth of an inch thick, of the same length as the cards, but a little higher, with the top bevelled at such an angle that when placed among the cards as they stand in their normal position, leaning against the block behind them, it shall present to the eye a level surface. The upper part of each of these blocks is covered with buff-coloured envelope paper, smoothly pasted on. On their bevelled edges thus covered, we write or print *Ac*, *Ad*, *Ae*, *Af*, *Ag*, *Ai*, *Ak*, *Al*, *Ale*, *Alm*, &c. The blocks so labelled being inserted in their proper places among the cards, perform the same office as the head-lines in a dictionary, enabling a person to find a title in one quarter of the time which would be required without them, and facilitating in an equal degree the distribution of new cards in

their proper places among the old. The advantage of the bevelled edge is this: That in whatever position the cards in the drawers may stand—inclining forward or backward—the labels are easily read. A tolerable substitute for these blocks, if the room which they occupy is grudging, may be found in cards about one-fifth of an inch higher than the title-cards in the drawers. On the projecting margin of these the labels are written, which are very conspicuous when the cards lean backward: when they do not, it is easy to give them that inclination. These projecting cards and blocks also facilitate the manipulation of the title-cards, and partially save them from wear.

#### CLASSED CATALOGUE, OR "INDEX OF SUBJECTS."

The great advantage of keeping the alphabetical catalogue of a rapidly-growing library on cards, each containing a separate title, is now generally acknowledged. What is once done correctly is done for ever; and the cards that are written from day to day can be immediately inserted in the drawers, and made available to readers from the very beginning of the work. But I am not aware that the attempt has heretofore been made in any library to provide for all who use it, a *classed* catalogue, with numerous sub-divisions, kept in the same manner on separate cards, each containing a single title, and so arranged as to enable a person to find with facility all the works in the library that relate to the subject of his inquiry.

In an alphabetical catalogue, the title, as we have seen, may often be greatly abridged. In a *classed* catalogue it should, if possible, retain everything that characterizes the work so far as it relates to the subject under which the title stands.

The cards used are of the same size as those employed for the catalogue of authors, and are ruled in the same manner, except that the first cross-line on the left is blue instead of red. This enables a person to distinguish at a glance the cards which belong to the two different catalogues, and thus facilitates the proper distribution in the drawers of those which are written from day to day. The two upper lines of these cards are reserved for a notation of the class and the sub-division (if any) under which the title is placed. The author's name, preceding the title, generally begins (two or three classes for special reasons being excepted) on the third line from the top, at the point where it is intersected by the second cross-line. The title is thus a permanent thing, and requires no change, whatever change may seem expedient in the designation of the class or subject. This designation in doubtful cases may be made in pencil, so that a future alteration, if required, will cost little trouble.

SPECIMEN OF A CARD.

Lang.	—	Greek.
	Gram. (Eng.)	
4.33		Hadley, James. A Greek Grammar for Schools and Colleges. N. Y. 1860. 12mo.

The mode of indicating sub-divisions may be illustrated by taking a class which has already been referred to for a different purpose. We have in our primary alphabetical series of classes a division designated by the heading *THEOLOGY—Dogmatic*. All the cards belonging to this large class have on the first line, in the left-hand corner, the abbreviation "Theol.—Dogm." This of course brings them altogether when they are arranged in the drawers. If the titles are those of general or comprehensive works, the second line of the card is left blank. If they relate to any particular doctrine or subject which comes under this head, the name of the subject or its abbreviation is written on the second line of the card, at the intersection made by the first cross-line on the left. Whatever is written on this second line is for convenience termed a *section*,—the word on the first line, in the left-hand corner, being the name of the *class*, which may or may not have a *branch* on the same line, separated from it by a dash.\* Thus under the class *THEOLOGY*,

\* It is sometimes convenient to add a secondary "branch" to the primary one. Thus, works relating to the *history* of Christian doctrines may have on the first line of the cards the heading "THEOL.—Dogm.—Hist.," which of course brings them altogether as a supplement to the division "THEOLOGY—Dogmatic." The sections may also have branches like the classes; and further sub-divisions, in cases that require it, may easily be made, without violating the principle that the secondary arrangement shall form either an alphabetical or a chronological series under the primary.

branch *Dogmatic*, we have the sections Death, Future Life, Heaven, Resurrection, Sin, Trinity, &c. These sections are arranged in alphabetical order under this class and branch. Under each section, the titles belonging to it may stand in the alphabetical order of their author's names, or they may be arranged chronologically, the date being placed on the second line, in the middle, so as to strike the eye at once. The cards for the general works, which have nothing on the second line at the place for the name of the section, of course immediately precede this series of special treatises.

The annual report of the librarian of Harvard College, shows that there have been added to the library during the past year, 4,597 books and 6,200 pamphlets. The library now contains over 100,000 volumes and nearly 70,000 pamphlets. The librarian complains that Gore Hall is getting too small for the use of the library—that it is uncomfortable at the best—and urges the construction of a larger and more commodious building.

## 2. LIBRARIES IN THE STATE OF NEW YORK.

We extract the following from the last report of the State Superintendent of Public Instruction:—

The number of volumes in the district libraries is reported as follows—

	Cities.	Rural districts.	Total.
In 1863.....	93,656	1,078,748	1,172,404
In 1862.....	101,104	1,225,578	1,326,682

There was expended for libraries—

	Cities.	Rural districts.	Total.
In 1863.....	\$6,365 70	\$23,099 95	\$29,465 65
In 1862.....	6,365 82	26,559 10	32,912 92

The amount expended for school apparatus was—

	Cities.	Rural districts.	Total.
In 1863.....	\$124,580 03	\$8,626 17	\$133,206 20
In 1862.....	85,968 78	8,487 40	94,456 18

The amount expended for libraries and apparatus during the past year, was \$162,671 85. (Of this sum, \$55,000 was appropriated from the income of the United States Deposit Fund. The balance, \$107,671 85, was raised by voluntary taxation in the cities and rural districts.)

The \$55,000 appropriated for libraries, was divided between the cities and rural districts, according to their population, as follows—

Cities.....	\$20,142 14
Rural districts.....	34,857 86
	\$55,000 00

The number of volumes in the district libraries, in the whole State, as reported for several years, is as follows—

In 1858 .....	1,402,253
In 1859 .....	1,360,507
In 1860 .....	1,286,536
In 1861 .....	1,306,377
In 1862 .....	1,326,682
In 1863 .....	1,172,404

This statement shows that the reports of the trustees are not accurate; indeed, it is well understood that they seldom take pains to make them so, by counting the books belonging to their respective libraries.

Your attention is invited to the fact that the average amount apportioned to the rural districts was only \$3 05; and that the average amount reported as having been expended for the repair of old books and the purchase of new ones, was only \$2 77; a sum too small to keep a district circulating library in repair, and entirely inadequate to furnish it with new books as fast as the old ones ought to be worn out by proper use.

## 3. DISTRICT AND TOWNSHIP LIBRARIES IN MICHIGAN.

In his Report for 1863 the State Superintendent of Public Instruction thus refers to this matter:—In former reports, I argued at considerable length, the vital necessity and great value of these libraries, and I can only reaffirm with new emphasis, the views before presented. It must however, be confessed that the majority of the people do not seem to hold them in high esteem. Meagre sums are appropriated by the townships for their support, while in a majority of the townships the matter is neglected entirely. The interest in the libraries seems to be fitful and short-lived, both in our own and older States; and a few friends of education, yielding to a hasty and ill-considered opinion, would dispense with them entirely.

In this State, many are ready to charge the decline of the libraries to the change from township to district libraries; not remem-

bering that formerly the township libraries were loudly and almost universally complained of as ineffective and worthless, and that they were emphatically condemned by the popular vote, which at a single election, in 1859, abolished them in two-thirds of the townships throughout the State. The township library system was tested faithfully, and for years. The sum of twenty-five dollars, in addition to the fine moneys, was annually appropriated in each township, being upwards of \$12,000 annually for the State, for the purchase of books. At first, each district was allowed to draw quarterly, its quota of books, thus making temporary district libraries; but it was found, as might have been easily foreseen, that many directors would not take the trouble to go each quarter, to the township library for the books; while others drew them but failed to return them, and so the libraries were in danger of being utterly scattered and lost. Then the law was modified so as to permit the Inspectors to suspend the distribution to the districts, and to permit readers to draw books directly from the township library. This was found to confine the advantages, practically, to persons living in the immediate vicinity of the library, while in the distant districts, the books were never seen. *But a worse evil grew up in the systematic plans of peddlers to palm upon the libraries a mass of cheap, trashy, and often pernicious literature. One or two wealthy booksellers kept their peddling agents traversing the State, and many are the tricks by which they boasted that they cajoled the Inspectors.* A few libraries were well selected and well kept; but so valueless for public good, and especially for the education of the young, had the great majority become, that all intelligent friends of education desired a change.

An act was passed, in accordance with numerous petitions, authorizing the townships, by a popular vote, to distribute their libraries permanently among the districts. Out of 537 townships 350 at once voted the change, and by large majorities. But unfortunately the same legislature that authorized the change of system, took away from the libraries all regular support. The district libraries were thus left to starve from their birth, or to depend upon the uncertain and fitful support that the township might appropriate. The districts owning them could not vote a dollar to buy books, except in the hurry and bustle of the annual township election day, and by a general vote of the township. The result was easy to be seen. In a few townships, strong and influential friends of the libraries have succeeded, against all opposition, in carrying the appropriations; but in the great majority of cases, the matter is either entirely forgotten, or successfully opposed, and these important agencies of public education are left to waste away. To base an argument against district libraries, on their intility and decline under such a system, is as unjust as to condemn a dying man for his idleness.

If the apparent estimate of a majority of the people as thus indicated by the failure to vote library appropriations, is to be taken as an evidence of the real value of public libraries, we might well doubt the propriety of seeking to maintain them; but when we reflect how slow the common schools grew into popular favor, we may wisely wait for the "sober second thought" of the people. Were it not for the strong stimulus of the public school moneys, hundreds of districts would even now, go without schools for years: offer a similar stimulus to the libraries and every district would maintain one as certainly as it does its school.

It is on the testimony not of the multitude of districts which never had, or never properly maintained, good libraries, but of the few that have thoroughly tried and proved them, that the evidence of their usefulness rests. It is certain that our best and most enterprising districts are universally in favor of libraries, and count them as important, if not indispensable, adjuncts of their schools. It is possible that we may need to wait for the growth of a wiser and more intelligent public sentiment to support them universally; but the day will certainly come when the district library will be considered as necessary an agency of public instruction as the district school. Wise men will not long continue to neglect the aid of literature—one of the mightiest and surest and cheapest teaching forces in the world. The great writers will be allowed to assume their rightful place among the great teachers of mankind.

Two important amendments concerning libraries were enacted at the last session of the Legislature. The first made it obligatory upon the school officers to expend their library money each year, and to purchase books, under the State contract, when not otherwise ordered by the district or township; the second allowed districts to expend their surplus funds for libraries, after having maintained a free school eight months in the year.

Two other amendments are very much needed; first, to require the districts, instead of the townships, to set apart some portion of the two mill tax to be appropriated for the support of the library; and second, to create a State library fund, analogous to the State school fund, either from a collection of all the fine moneys into such a general fund, or from some other source, the proceeds of

which shall be annually apportioned to the districts maintaining district libraries, on condition of their raising a similar amount for the purchase of books. Such a law would incite every district to a steady effort in the support of libraries, and make libraries a permanent and potential part of our school machinery.

#### 4. SCHOOL LIBRARIES IN THE STATE OF CONNECTICUT.

The School Law provides that the treasurer of the state, upon the order of the superintendent of schools, is hereby authorized and directed to pay over the sum of ten dollars, out of any moneys that may be in the public treasury, to every school district which shall raise by tax or subscription a like sum for the same purpose, to establish within such district a school library, and to procure philosophical and chemical apparatus; and the further sum of five dollars annually, upon a like order, to the said districts, upon condition that they shall have raised a like sum for such year, for the purposes aforesaid.

The selection of books for such libraries shall be approved by the board of visitors of each town.

The board of visitors of each town shall make proper rules and regulations for the management, use and safe keeping of such libraries.

The State Superintendent in his report for 1863-4 remarks:—The library law was passed in 1856, but few districts applied for money under the law till the beginning of 1857. Since that time one thousand and fifty certificates have been received and as many orders have been issued for library money. More than one-third of the districts have complied with the requirements of this chapter, and have received the appropriation from the state.

The beneficial results of this act have been seen in the interest which has been awakened in schools and districts, where libraries have been purchased, and in the great advantages secured to the schools, which have thus been supplied with reference books, maps, and apparatus.

There has been a slight increase during the past year in the number of the applications for library money. The whole number of orders drawn has been seventy-four. Of this number, twenty-six were for the first instalment of ten dollars each; fourteen were for the second instalment of five dollars each; seven for the third instalment of five dollars each; ten for the fourth instalment of five dollars each; nine for the fifth instalment of five dollars each; three for the sixth instalment of five dollars each; four for the seventh instalment of five dollars each; and one for the eighth instalment of five dollars.

## II. Papers on Libraries in Upper Canada.

### 1. MECHANICS' INSTITUTE LIBRARY, TORONTO.

From the annual report, we learn that this very important department of the Institute has been considerably improved during the year, by the addition of numerous new publications, besides several of the older and more valuable works. From year to year the library is becoming more and more attractive, as is evident from the greater number of readers. This gratifying result may be attributed in a great measure to the increased facilities for access which the members have to the more popular volumes. So great has the demand become, that not only duplicate copies, but in several instances as many as four, six, eight, and twelve copies of the works of popular authors have been procured.

The number of books in the library at the date of the last annual report was					5554
Added during the year	-	-	-	-	528
Presented during the year	-	-	-	-	40
Bound up from reading-room	-	-	-	-	76
					644
Total	-	-	-	-	6198
Lost and worn out during the year	-	-	-	-	98

Leaving now in the Library - - - 6100

Through the instrumentality of Mr. Rice Lewis, late President of the Institute, Mr. Crossley, the eminent carpet manufacturer of England, presented the Institute with a valuable set of books, handsomely bound, in token of his regard for Mr. Lewis.

The reading-room has also been improved, several of the most important English and American commercial publications, besides various periodicals and magazines, having been ordered since the last report. The addition of commercial publications has rendered the reading-room still better adapted to the requirements of the mercantile world.

## 2. PUBLIC SCHOOL LIBRARIES IN UPPER CANADA. 1853-1863.

In accordance with our annual custom, we give in this Number of the *Journal of Education* the following full and interesting Statement of the Number and Classification of Public Library and Prize Books sent out from the Depository of the Upper Canada Educational Department, from 1853 to 1863 inclusive.

No. of Volumes sent out during the year.	Total Volumes of Library Books	History.	Zoology and Physiology.	Botany.	Phenomena.	Physical Science.	Geology.	Natural Philosophy and Manufactures.	Chemistry.	Agricultural Chemistry.	Practical Chemistry.	Literature.	Voyages, &c.	Biography.	Tales & Sketches Practical Life.	Teachers' Library.	Prize Books.	Grand Total, Library and Prize Books.
1853.....	21922	4158	1602	287	906	526	234	940	182	192	807	2694	1141	2917	5178	208	.....	21922
1854.....	66711	10638	5532	1030	2172	1351	636	4780	629	321	3235	5764	4350	6393	19307	578	.....	66711
1855.....	28659	5475	2058	318	558	663	200	1808	207	78	1452	3361	2926	3081	6049	432	.....	28659
1856.....	18669	2498	652	118	897	287	77	660	55	31	418	1528	1019	1844	3832	258	.....	18669
1857.....	29883	5295	1763	321	632	817	195	1729	134	67	1257	2391	2258	3516	9219	244	2557	32390
1858.....	7587	1567	503	86	152	98	61	276	27	2	186	713	843	744	2245	84	8045	15632
1859.....	9808	1670	551	186	209	192	130	432	87	18	300	1169	714	1127	2401	172	12089	21397
1860.....	9072	1561	475	144	228	200	100	526	61	17	339	862	797	1115	2520	142	20194	29266
1861.....	6488	1273	302	59	101	72	64	228	36	2	172	601	760	880	1826	117	26931	32419
1862.....	5599	927	244	45	99	43	75	211	45	24	165	412	661	830	1706	112	29760	35359
1863.....	6274	707	304	42	97	80	67	282	26	6	202	547	652	864	2288	112	32890	39164
Totals.....	206122	35764	13981	2586	5546	4329	1839	11867	1439	756	3533	20027	16116	23311	55571	2459	132466	337588
Deduct volumes returned for exchange, &c. ....																		616
Volumes sent to Mechanics' Institutes, &c., not included in the above.....																		334972
Grand Total Library Books, &c., despatched up to 31st December, 1863 .....																		8293
Grand Total Library Books, &c., despatched up to 31st December, 1863 .....																		345265

The Mechanics' Institutes which have received Libraries from the Depository, and the number of volumes sent to each, are, in alphabetical order, as follows:

	Vols.	Years.		Vols.	Years.
Baltimore.....	75	1858	Smith's Falls.....	73	1857-8
Berlin.....	158	1855	St. Catharines.....	108	1854-9
Chatham.....	313	1853-4	Streetsville.....	162	1860-3
Cobourg.....	350	1856	Thorold.....	300	1858
Collingwood.....	46	1857	Toronto.....	410	1856-61
Drummondville.....	6	1859	Vankleekhill.....	106	1858
Fonthill.....	137	1858	Whitby.....	267	1857-8-9-60-1
Lindsay.....	106	1858			
Greenwood.....	101	1862			
Guelph.....	372	1853-4	Total.....	3896	
Huntingdon, L.O.....	160	1855	Books were also sent to the—		
Milton.....	68	1858	Leeds and Grenville Agricultural Society.....	208	1855
Mount Forest.....	106	1860	Educational Department, L.C.....	8103	1860-1
Napanee.....	27	1857	McGill College, Montreal.....	200	1857
Newmarket.....	55	1858-9	Sarnia Diabetic Society.....	82	1858
Oakville.....	250	1856	Southwold Agricultural Society.....	23	1856
Pickering.....	41	1861	Various other Institutions.....	781	1851-8-60
Port Perry.....	109	1858		8293	

## 3. PRISON AND ASYLUM LIBRARIES IN UPPER CANADA.

The following table shews the number of volumes sent to various Prisons, &c., during the years 1856-63:

Prison and Asylum Libraries.	Amount received.	Legislative Appo'ment.	Total.	Vols.		Amount received.	Legislative Appo'ment.	Total.	Vols.
1856:	\$ cts.	\$ cts.	\$ cts.			\$ cts.	\$ cts.	\$ cts.	
Peterborough Jail.....	22 16½	22 16½	44 33	94	1860:				
Toronto Jail.....	131 63	131 63	263 26	616	Barrie Jail.....	20 00	20 00	40 00	84
Woodstock Jail.....	20 00	20 00	40 00	71	Goderich Jail.....	25 16	25 16	50 32	87
					London Jail.....	5 00	5 00	10 00	14
	173 79½	173 79½	347 59	781	Peterborough Jail.....	20 00	20 00	40 00	82
1857:					Whitby Jail.....	10 00	10 00	20 00	36
Lanark and Renfrew Jail.....	60 00	60 00	120 00	282	Reform Prison, Penetanguishene	47 66	47 66	95 32	150
Provincial Penitentiary.....	46 13	46 13	92 26	174					
Whitby Jail.....	20 00	20 00	40 00	106					
	126 13	126 13	252 26	562	1861:				
1858:					Gray Jail.....	10 00	10 00	20 00	47
Provincial Penitentiary.....	100 00	100 00	200 00	251	1862:				
1859:					Provincial Penitentiary.....	55 00	55 00	110 00	167
Brockville Jail.....	40 00	40 00	80 00	154	1863:				
Guelph Jail.....	20 00	20 00	40 00	94	Norfolk Jail.....	25 00	25 00	50 00	101
Pictou Jail.....	10 00	10 00	20 00	43	London Jail.....	40 00	40 00	80 00	142
Sarnia Jail.....	25 00	25 00	50 00	93	1858:				
Woodstock Jail.....	19 75	19 75	39 50	82	Provincial Lunatic Asylum.....	111 93½	111 93½	223 87	386
Reform Prison, Penetanguishene	17 00	17 00	34 00	96	1860:				
	131 75	131 75	263 50	562	Malden Lunatic Asylum.....	52 00	52 00	104 00	176



## PRISON AND ASYLUM LIBRARIES—Continued.

	Amount received.	Legislative Appo'ment.	Total.	Vols
RECAPITULATION:	\$ cts.	\$ cts.	\$ cts.	
For the year 1856 .....	173 79½	173 79½	347 59	781
For the year 1857 .....	126 13	126 13	252 26	562
For the year 1858 .....	100 00	100 00	200 00	251
For the year 1859 .....	131 75	131 75	263 50	562
For the year 1860 .....	127 82	127 82	255 64	453
For the year 1861 .....	10 00	10 00	20 00	47
For the year 1862 .....	55 00	55 00	110 00	167
For the year 1863 .....	65 00	65 00	130 00	243
Lunatic Asylums, as above, 1858.	111 93½	111 93½	223 87	386
" " " 1860	52 00	52 00	104 00	176
	\$953 43	\$953 43		
Grand total .....			\$1906 86	3628

The following Statistical Table has been compiled from the "Trade and Navigation Returns" for the years specified, showing the gross value of books (not maps or school apparatus) imported into Canada. This table proves conclusively how incorrect is the statement that the operations of the Educational Depository interfere with the interests of the booksellers:\*

Year.	Value of books entered at Ports in Lower Canada.	Value of books entered at Ports in Upper Canada.	Total value of books imported into the Province.	Proportion imported for the Educational Department of Upper Canada.
1850 .....	\$101880	\$141700	\$243580	\$ 84
1851 .....	120700	171732	292432	3296
1852 .....	141176	159268	300444	1288
1853 .....	158700	254280	412980	22764
1854 .....	171452	307808	479260	44060
1855 .....	194356	338792	533148	25624
1856 .....	208636	427992	636628	10208
1857 .....	224400	309172	533572	16028
1858 .....	171255	191942	363197	10692
1859 .....	139057	184304	323361	5308
1860 .....	155604	252504	408108	8846
1861 .....	185612	344621	530233	7782
1862 .....	183987	249234	433221	7800
1863 .....	184652	276673	461325	†
1850—1863	\$2341467	\$3610022	\$5951489	\$176776

† This column for 1863 cannot be filled up, on account of the prolonged detention of the Depository invoices at the Audit Office.

N.B.—Up to 1854, the "Trade and Navigation Returns" give the value on books entered at every port in Canada separately; after that year, the Report gives the names of the principal ports only, and the rest as "Other Ports." In 1854, the proportion entered in Lower Canada was within a fraction of the third part of the whole, and, accordingly, in compiling this table for the years 1855—1863, the value entered in "Other Ports" is divided between Upper and Lower Canada, in the proportion of two-thirds to the former and one-third to the latter.

\* From the *Annual Review of the Trade of Toronto*, for 1860, we insert the following: "WHOLESALE STATIONERY AND BOOKS.—This branch of Trade, the existence of which in its present distinct character only dates back a few years, has been prosperous during the past season, and is rapidly becoming an important item in the commerce of the city. The supplying of all the children in the country, at school, is an extensive trade in itself, not only with stationery but with school books, ranging from the primer to the classics. It will thus be seen that this is no unimportant trade, and Toronto is fortunate in possessing a number of establishments exclusively devoted to the business, which in point of energy and ability, are not surpassed by any other branch. The importation of books and stationery into Toronto, for three years past, are as follows:

"Devotional books.....	\$.....	\$28,773	\$100,250
"Books, periodicals, and pamphlets.....	\$5,375	55,384	19,189
"Stationery .....	\$3,097	33,423	27,512

We also insert the following from the *Annual Review of Trade in Toronto*, for 1861: "WHOLESALE STATIONERY AND BOOKS.—No change of material importance has taken place in this trade during the year. Sales have not been so large as anticipated, yet they do not fall short of the preceding year. The depressed condition of the trade in the United States has caused a number of bankrupt stocks to be thrown into the market, at this and at other points, composed for the most part of a great deal of trash, leavened with a very little of really sound literature. American houses, hitherto reported as rich, have likewise held auctions, and sold at very low rates. Notwithstanding this, however, the regular legitimate trade has not languished, and on the whole has resulted satisfactorily. Of the standard works of English literature, there has been a fair amount imported; but the new publica-

† Dr. Russell, the late able correspondent of the *London Times*, in a letter dated Toronto, Feb. 1st, 1862, thus refers to this class of literature, which is silently circulated in numerous channels throughout Canada. He says (referring to Hamilton): "A pretty custom-house, in cut stone, from which floated the Union Jack—the first I have set eyes on for many a long month—flanks the entrance from the railway station to the long straggling town, which but for that token might be taken to be in the United States. Indeed, the influence of the Republic extends some way into the dominions of Her Majesty. The people in the carriages were reading the *penny pictorial papers* which do so much to deprave the taste of the Americans,

TABLE shewing the value of articles sent out from the Educational Depository during the years 1851 to 1863 inclusive:

YEAR.	Articles on which the 100 per cent. has been apportioned from the Legislative Grant.		Articles sold at Catalogue prices, without any apportionment from the Legislative Grant.	Total value of Library, Prize, and School Books, Maps, and Apparatus despatched.
	Public School Library Books.	Maps, Apparatus, and Prize Books.		
	\$ cts.	\$ cts.	\$ cts.	\$ cts.
1851.....	....	....	1,414 25	1,414 25
1852.....	....	....	2,981 13	2,981 13
1853.....	....	....	4,233 14	4,233 14
1854.....	51,376 23	....	5,514 18	56,890 41
1855.....	9,947 15	4,655 53	4,389 40	18,992 08
1856.....	7,205 62	9,320 87	5,726 76	22,253 25
1857.....	16,200 92	18,118 28	6,451 20	40,770 40
1858.....	3,982 99	11,810 28	6,972 05	22,765 32
1859.....	5,805 64	11,905 02	6,679 30	24,389 96
1860.....	5,289 56	16,832 17	5,416 64	27,538 37
1861.....	4,084 22	16,251 14	4,894 52	25,229 88
1862.....	3,272 88	16,193 78	4,844 17	24,310 83
1863.....	4,022 46	15,886 88	3,461 48	23,370 82
Total..	\$111,187 67	\$120,973 95	62,978 22	\$295,139 84

tions, especially those from the American press, have been brought in very sparingly. The retail trade is in a generally healthy condition, and its character, especially in the country, is yearly improving. . . . Other indications of quite as favourable a character are noted, and the trade must prosper with the progress of the country. . . . The importations for the year of books are \$155,842, against \$118,419 last year; an increase of \$36,423. Of stationery, the imports amount to \$28,765, against \$27,519 last year; a difference only of \$1,146 in favour of 1861."

We extract the following from the *Annual Report of the Board of Trade of Toronto, Canada West*, for 1863, compiled by Mr. E. Wyman: "The year's business in this branch of trade has been quite satisfactory. Though perhaps less in extent, in common with other departments, it has been quite as profitable if not more so than in former years, while not a few features have developed themselves which are not only advantageous to the legitimate trade, but are gratifying to every well wisher of sound literature in the province. The improvement in the circumstances, capacity, and general business ability of those in the trade, which we have noted from year to year, has continued to manifest itself, and we see now, in almost every town, a bookseller or two conducting business on a sound basis, with more capital than ever before, and a better knowledge of the trade, and of business principles generally. This is evinced most in the improved credit in which the retail trade stands, in the promptitude with which engagements are met, and in the judicious care with which stocks are selected and curtailed. As a distinct branch, the trade is but young. The progress made in the last three years, however, shows that it is not only well established, but that it is rapidly assuming a healthy and prosperous condition. An equally gratifying fact is found in the improved character of the works introduced into general circulation. For years the country has been flooded with the lowest and most trashy class of literature from the American press. Books whose only merit was their bulk and binding, have been hawked in every nook of the province by a migratory tribe of itinerant pedlars. Sometimes a stray work of utility has been found among the stock, but for the most part the special efforts of these book hawkers have been directed to the disposing of some very superficial and uninteresting volumes, which, if even read, would leave the reader a trifle less wise than when he commenced them. We are happy to say that this style of business is rapidly on the decline, and that works from the best publishing houses, and sold through the legitimate trade, are finding their way into many sections of the country, and meeting a largely increased sale. We are not by any means, however, depreciating the efforts of the book pedlars to enlighten the world; they are very useful people, and, if their efforts are only properly directed, they may do great good. They are improving in the books which they present to the public, and our dealers will lose nothing by encouraging them, so long as their wares are of a good class. In periodical literature, however, the greatest change is observable—not only in the largely increased demand, but in the improved character of the issues sold. We are happy to say that neither the *New York Ledger* nor the *Mercury* is increasing its circulation in Canada. Even *Harper's Magazine* is not gaining ground. On the other hand, there is a large and growing sale for such periodicals as *Good Words*, a London publication of the best class, the *Famly Treasury*, the *Churchman's Magazine*, the *Cornhill*, *All the Year Round*, &c. &c., and we are glad to know that the reduction in the price of the *London Illustrated News* is likely to increase largely its circulation in Canada. These facts present some indications of a change for the better in the literary taste of Canada. This improvement is in no small degree attributable to the persistent and unwearied exertions of our wholesale importers, and the advantages which they enjoy in close connection with first class British publishing houses. We hope, and indeed are certain, that they will be well compensated for their efforts. In this connection we are glad to notice that we are likely to have established amongst us a branch of an extensive and highly respectable Scotch firm, for the purpose not only of re-issuing in much approved style our leading text and school books, but for the publication of other works of merit than that may offer. We have long needed an establishment of this character, and through its operations we may hope to see Canadian Literature take a higher place in the world of letters. With long experience, ample means and the best facilities are commanded by the house in question, and we are sure their advent here will be hailed with pleasure."

"The business in stationery has been fairly remunerative during the year. The advance in materials for paper, as well as a heavy war tax on the manufacturer itself, has largely enhanced the value of all descriptions in the United States, independently of the apparent increase in price due to the depreciation of the currency. The consequence is that, as compared with former rates, American stationery is fully 30 per cent. dearer. We have imported much less than the usual amount, substituting English goods, which are of a much better class. It so happens that the prices of the latter are favouring the buyer, as the abolition of the duty on paper has at length begun to cheapen it. It is only recently that there has been any decline in the article, notwithstanding an universal expectation that when the tax was removed the price would fall. Speculation and a largely enhanced demand for cheap periodicals, only a few of which comparatively have lived beyond the year, kept the rates up to nearly the old level, until within the past three

and to unsettle their notions in perspective and in material forms, or were deep in the pirated editions of English works, which constitute the staple trade of the mass of 'enterprising publishers.' The *New York papers* were the only journals hawked about for sale in the train. The sides of the train were covered with *New York and Boston advertisements*. Not a smudge of Canada, in book, or print, or journal, or trade, could be detected."

#### 4. SCHOOL LIBRARIES AND PRIZES IN RURAL SCHOOL SECTIONS.

From the Reports of the Local Superintendents of Schools in Upper Canada for 1863, we make the following extracts relating to the influence of library and prize books in the schools.

*The Rev. S. J. Hill, M.A., of Markham.*—Prizes have been distributed in eleven schools. Books can now be procured on such advantageous terms at the Educational Department, Toronto, that I am surprised every section does not avail itself of the privilege afforded, the practice of awarding prizes is attended with good results, especially when rewards of less value (to mark the difference between prize and reward) are also given to every scholar. To give prizes to a few, and nothing to the rest would only cause contention and dissatisfaction among parents and children, and the result would be harm not good. Two or three dollars extra would enable the Trustees to give a reward to every child in the school; harmony and good will are cheaply purchased at such a rate. I have been much struck with the admirable selection of books made by the Educational Department, so well suited to the purpose intended. Some of the little picture cards, sold at a cent each, are perfect gems, so exquisitely are they got up, while the beautiful typography, illustrations and binding of the books must have a humanising effect on the children, refining their minds, and developing their perceptive faculties. The very external appearance of the books, therefore, has an educational influence.

*Wm. Watson, Esq., of York, remarks:* We had last May a public Township competitive examination for prizes, which was well attended; and, although our first attempt proved very successful; and if kept up annually, and patronized by influential individuals, it is calculated to stimulate by exciting a friendly rivalry among the township schools. Prizes, to the value of \$70 procured at the Educational Depository, were distributed. It was gratifying to notice the marked progress made, and to witness the deep interest manifested by the selected pupils on the occasion, as also that of their teachers.

*Geo. Sneath, Esq., of Vespra, states:* I have attended examinations of two of our schools held during this month at both of which prizes were given to the most meritorious scholars, evidently with a good effect. I have no hesitation in saying, so far as my experience shows, that a judicious distribution of prizes is beneficial and tends to farther education. I shall endeavour to persuade the Trustees of the schools under my supervision to procure them for the present year. We have a good Township Library of 556 volumes, which is well read and appreciated by the rate-payers of the Township.

*B. Dean, Esq., of Sunnidale, observes:* The Library exerts a very beneficial influence in our neighbourhood, and must do so whenever the books are read. The only school in which prizes have been

months. The tendency is now downward, and we shall hereafter import stationery stock from the mother country more largely than before.

"The importations of books for the year amount to \$118,326, against \$155,842 last year."

The following is taken from the *Annual Review of Trade in Toronto during 1863: "BOOKS AND STATIONERY.*—The improvement which we from time to time have noticed in this branch of business, has, during the year just closed, been fully maintained. The trade has been healthy and profitable, and in extent it exceeds that of previous years. Its growth, as a distinctive branch of commerce, has made good progress over the country, and almost every town can now boast of its book and stationery store; and not only in number has the improvement kept pace with former years, but in point of character, capital, and capacity of the men who are engaged in it. In our last review we also noted a desirable change which had taken place in the character of the books and periodicals most generally read and circulated in the Province. We are glad this year to report a still greater improvement in this respect. English books, as a rule, are having a much increased sale, and now that they are produced at reasonable rates, and great enterprise and activity manifested in the importation of cheap editions of the best authors of the mother country, as indeed, also of the United States, the demand promises well, not only for the trade, but for the good of the people. The American publications sold—for we are large importers from New York, Boston, and Philadelphia—are partaking far more of a refined and useful character than in years gone by, and the effect upon the taste and culture of the community is manifest everywhere. In the periodical literature the same healthy features present themselves. The era of cheap magazine literature in Britain was an event in Canada productive of much good, for the circulation of such series as *Good Words*, *News of the Churches*, *Churchman's Magazine*, *Coriolan*, and other magazines, will not fail to accomplish benefit, especially if they displace such publications as the *New York Ledger*, *Merrymag*, *Chips*, and *Poets Gazette*. The establishment of an able and really excellent magazine in our own community, the *British American*, is an event in the year; and we must reiterate an often expressed wish which the importance, as well as the actual merits of the work deserve. In all points of view there is much room for congratulation as to the improved condition of the book trade in Canada.—*Globe*, 28th January, 1864.

In the *Ledger's Review of Trade* for the same year, it is stated that, "The book trade is suffering severely; but such is to be expected when the circulation of money is restricted as it now is. In this connexion, food, clothing and the grand essentials of life will always take the lead. It is only when our monetary circumstances are in a flourishing condition that luxuries for either the mind or body can be thought of. Hence the very depressed state of this important trade; nor can we hope for its improvement in any great degree, until times mend seriously. The importations in this line for 1863 amount to \$126,611; although we have been able to discover in the Returns published by the press but the sum of \$535 only, and were consequently at a loss to perceive from what source the trade was supplied. We had just arrived at the conclusion that large quantities had probably been brought in by express and entered at O.H.F., when we became aware of the existence of the true figures.—*Ledger*, 15th January, 1864.

distributed is in the section in which I reside, and I would say that I do not think the Trustees could expend any of the funds entrusted to their care more judiciously than in purchasing prizes for the school. If you, sir, could have been at our examinations and have seen the eager manner of the pupils in their endeavour to acquit themselves in such a way that they might be adjudged a prize, you would say with me, that if so small a sum could produce so much earnestness, and cause so much real pleasure, why should not every school in the land enjoy the same privilege and share in the wise provisions made for us.

*The Rev. J. Armour, of Burford, says:* The three sectional Libraries in this Township have their books all covered, labelled, and numbered, and I understand the regulations are strictly enforced. The influence of these Libraries is to raise the intelligence of the surrounding population. The prizes also distributed in most cases, have a marked influence in fixing attention to study and making progress in scholarship, besides having a good effect on the good order, and moral feeling of the children.

*The Rev. J. W. Stone, of Niagara, remarks:* Prizes in books were distributed in four schools, and I was present at the examinations. The effect produced upon the schools is most salutary, and my opinion, built upon the experience of many years teaching, that a judicious and regular distribution of prizes is worth nearly as much as an assistant teacher.

*The Rev. J. P. du Moulin, of London, states:* I am sorry that there is such a paucity of Libraries within this Township and that the distribution of Prizes is not more general. I have used my official influence to encourage the latter practice especially. I have endeavoured to attend all public distributions, and present the prizes, with encouraging words to the pupils. I am persuaded that this practice has acted as an incentive to educational progress, in every section where it has been followed. The books thus circulated, together with the library volumes, have frequently, to my knowledge, exercised a beneficial effect, not alone upon the pupils who immediately receive them, but upon the parents and families as well. I have met with several of these books in the farmers' houses, and conversation convinced me that the members of the household were familiar with the volumes, and that during many long and inclement days, the entertainment and instruction afforded by these wings of thought were regarded as a great boon.

*F. Dupuy, Esq., of Sandwich West, observes:* My solicitude in trying to introduce in our schools the system of distributing prizes to the pupils, has been greatly rewarded. In four out of eight schools was the principle adopted and put in practice. The result was favourable to the progress of pupils; indeed emulation was stimulated among them to that point, that in the schools in which this measure has been adopted, children, instead of trying, as some of them did before, to avoid going to school, are now anxious to perform the duties connected with it. The interest of our Trustees generally has been aroused on the subject and there is a good prospect that, this year, prizes will be distributed in every school of Sandwich West.

*A. Craig, Esq., of Tilbury West, says:* Prizes have not been given to any extent in the schools, but where they have been given, care was taken to give every pupil a prize (those that formerly received none were much discouraged); a roll of the children's names was made out, according to their merits; the prizes were all laid open on the table; the pupils were called one by one; the first one that was called had the choice of the whole prizes, and so on to the last. The pupils were highly satisfied, and so were the visitors. This prevented the people speaking about partiality. I believe the prizes given in this way have a good effect.

*J. Ryan, Esq., of Bentinck, remarks:* As regards the giving of prizes in schools, I believe that by limiting the number and increasing their value, much good should result. I am aware that many object to school prizes, as tending to beget envy and ill-feeling amongst the pupils. I have been at several distributions of prizes. The unsuccessful bore their disappointment with much philosophy and seemed by their looks to say "I shall do better next time." A single instance of complaint, ill-feeling, or envy never came under my observation. I have prizes which I obtained at school upwards of 40 years ago; they form a part of my most precious treasures. What an amount of pain and pleasure is associated with these remembrancers of happy boyhood!

*R. D. Bonis, Esq., of Usborne:* The Library in Usborne has become a favorite institution, and the Council has made an addition to it. The books are given in charge of the School Trustees for circulation in the different Sections, and are changed from one section to another as required. I believe every volume was read during the past year.

### III. Papers on Libraries and Literature.

#### 1. TEACHERS' BOOKS OF REFERENCE.

It is a common complaint, and a just one, that teachers, in their instructions, confine themselves too closely to the letter of the text-book. They seldom direct the attention of their pupils to what lies outside the narrow path in which the elementary books lead them, even when a glance to the right hand or the left would reveal much to give interest and significance to what lies directly before them. The child often gets the impression that all which is known, or can be known, on the subject, is contained only within the limits, and is capable of being expressed only in the language, of the book which he is studying.

One of the causes of this is, that the majority of teachers themselves know little beyond what is taught in the school-book. And, often they are not so very much to blame for this. They have been able to buy but few books, and have had few opportunities of access to libraries, public or private. There are neighborhoods even in New England, where a teacher might search in vain for a single volume to give him a broader view of the subjects which he teaches. Even the parson, the lawyer, and the doctor, the "three wise men" of the village, might not be able to help him much from their book-cases scantily furnished, a quarter of a century ago perhaps, with purely professional literature and rarely reinforced with more recent publications.

Every school should have its library. If it consists of but half a dozen volumes, that is better than nothing. It is a beginning, a nucleus round which may gradually gather what will be more worthy the name of library. If parents or teachers knew what a great addition to the resources of a school even a few books of reference are, they would somehow contrive to make this beginning of a library. There are few places where, by the united efforts of all interested in the school, this could not be done. We ourselves have known five hundred dollars to be raised by subscription, in a few weeks, in a town where nobody would have believed that fifty dollars could have been obtained with tenfold the labour.

When little can be done in this way, the best substitute for a library is a good encyclopædia, which is a library. If history is "distilled newspapers," as Carlyle calls it, an encyclopædia is distilled literature. It is the concentrated essence of the whole world of books. It is a complete and faithful register of the gathered treasures of the human mind, up to the time of its publication. If intended for the people, it is not merely an epitomizing, but a popularizing of universal knowledge.

Is there such an encyclopædia? For ourself, we think that the Appleton's "New American Cyclopædia," recently completed, is, in most important respects, what such a dictionary of all knowledge ought to be. It is comprised in sixteen comely octavos of about eight hundred pages each, of print clear enough for easy consultation, and condensed enough to hold a vast amount of matter, — not too heavy for convenient handling, nor too small to include really valuable detail. It seems to us the golden mean between the cumbersome and costly "Britannica," with its twenty-one plethoric quartos, and the compendious "Americana" of the last generation — a work, by the by, which is probably the best cyclopædia for its bulk ever published, and which, but for the fact that it is not up with the times in those departments in which rapid progress has been made during the last quarter of a century, would be an excellent book of reference for those who cannot afford to purchase a larger and later one.

The great merit of an encyclopædia must be, of course, its completeness for the purposes of reference. This will depend mainly on its faithful use of existing compends and authorities; and a fair test will be the absolute number of topics which it treats. Now, in the preparation of the "New American Cyclopædia," more than two thousand works of reference were constantly consulted; and there are about twenty-five hundred titles, or topics, in each volume, — more than twice the number in the corresponding portion of the "Americana," and about a half more than in the latest edition of the celebrated "Conversations-Lexikon." The allotment of space to different subjects is, in the main, very judicious.

It is an original feature of the plan of this work, and, in our opinion, a valuable one, that it includes the biographies of living persons. Of course, the selection of subjects in this department, was a work of no little difficulty and delicacy; and, as might have been expected, the selection has been severely criticized. No list could have been made that would satisfy everybody. No two persons would agree exactly who should be included, or who excluded; and no one would make out the same list, next year, that he would make this year. Heroes yet unrecognized will find their valhalla in the "Annual Cyclopædia," a yearly appendix contained in a volume uniform with the original sixteen. This bringing the Cyclopædia

up with the times, each year, is another feature of this work wholly original, and as admirable as it is unique. The great drawback to the value of encyclopædia has been that, once completed, it remains stationary until the progress of knowledge has made a re-editing and a re-issue necessary; and then you must throw away the old one and buy a new. The "New American" will be kept perpetually new by the addition of a single volume once in a twelve-month, the cost of which will be trifling compared with that of replacing, once in seven years or so, the entire series.

Of its completeness and value as a work of reference for school purposes, we can testify from our personal experience. We are fortunate, in the ——— School, in having a large and well-selected library. In the way of encyclopædias, there are the "Britannica," (eighth edition), the "Metropolitan" (better, in some respects, than the "Britannica"), the "London," the "Penny," the "Americana," and the "Iconographic," to say nothing of a rich collection of special dictionaries, gazetteers, and so forth. But, at school, we have often searched in vain through the whole list of encyclopædias for some item of information which we have found at once, on referring to our copy of the "New American," at home. On geographical, historical, biographical, scientific, and miscellaneous subjects, we have tested it continually from its first publication, and it has stood the test better than any other work, or all other works of its class, to which we have access. For the school library or for the teacher's library, it seems to us at once the best and the cheapest of encyclopædias.

The one deficiency of the "New American," we ought to add, is the exclusion of all pictorial illustration. There are many instances in which a simple wood-cut would tell more at a glance than half a page of description. In this respect, it differs from "Chamber's Encyclopædia," now in course of publication in Edinburgh and in Philadelphia, which has three hundred and fifty wood-cuts in each volume. It will contain about half as much, and will cost about as much as the "New American," and is an excellent work for those who cannot afford to buy the latter, or who can afford to buy both. Its aim is to give the greatest amount of knowledge in the smallest bulk and in the plainest way, in a form as convenient as possible for ready reference. — Q. in *Massachusetts Teacher*.

#### 2. WHAT SHALL THE CHILDREN READ?

"The children!" Will any one deny that they are, in every sense of the word, the most important part of the community — not only as to the grand fact that they are its future men and women, but also with regard to the consideration which, as children, they claim at the hands of all who can in any way minister to their development of mind or body? Most remarkable it is to note the proportion which juvenile works bear to the mass of literature of the present day. A glance at the glittering shelves of any large publisher will suffice to establish the fact that the children monopolize no small share of the efforts of our modern authors. What a flood of children's books bursts upon us! Tales of fiction, allegories, stories founded upon fact, science made easy, elementary histories — each and all of these are represented by hundreds of volumes in every variety of style and ornament, and in as many degrees of excellence.

Looking then upon these many books in the mass, what is their tendency? What general effect has the juvenile literature of the present day upon the minds of the young.

\* \* \* The child's mind now is too often a mass of undigested matter — fact and fiction, historical tales, and gilded science, all fall into the hands of a reading child as soon as he oversteps the spelling-book, and fill him with a confusion of unconnected scraps and fragments, without one distinct idea or definite lesson; and even if he now and then grasps a truth, yet, with the variety and novelty always awaiting to appease his literary appetite, he "bolts his food," so that it affords no nourishment.

So much for the evil of quantity; but does the quality of the generality of children's books go far to justify the enormous increase in their circulation?

Let it not be supposed that we look back with fond regret to the age when tales of giants and beautiful princesses formed the staple produce of juvenile literature; we wish simply to consider how far the faults which characterize the children of the present day, may have their origin in the general tone of the books with which they are familiar.

True, these are not to be condemned *en masse*. Very precious are the treasures which the press of the present day pours at our children's feet. Some of the most gifted of England's sons and daughters have stooped from their proudest flights to minister to the little ones. And nobly, tenderly, have they done their work. Brave words for the boys, gentle thoughts for the maidens, beautiful allegories, in which the holy lessons of faith, love, and obedience are so skilfully interwoven with poetic imaginings, that the young

reader unconsciously ceases to distinguish between the lesson and the "story-part;" tales of heroes, in which the charm of fancy is allowed to play around historic fact, so as to colour, but not dim, its truth, and which are made the basis for inculcating some brave strong lesson of honour or duty, or of Christian forgiveness in contrast with heathen revenge. Not from these, and such as these, does the evil come. It lies in the numerous publications best termed juvenile novels, which, instead of bringing a girl's imagination into healthy play, load it with scenes and characters totally unlike those which surround her in her quiet home and school-room life, besides being frequently either false in colouring, or most undesirable to be laid before the opening faculties of a simple child.—*Englishwoman's Journal*.

### 3. ON ERRORS IN SPEAKING AND WRITING.

My first remark shall be, on the trick now so universal across the Atlantic, and becoming in some quarters common among us in England, of leaving out the "u" in the termination "our"; writing *honor*, *favor*, *neighbor*, *Savior*, &c. Now the objection to this is not only that it makes very ugly words, totally unlike anything in the English language before, but that it obliterates all trace of the derivation and history of the word. It is true that *honor* and *favor* are derived originally from Latin words spelt exactly the same; but it is also true that we did not get them direct from the Latin, but through the French forms, which ended in "eur." Sometimes words come through as many as three steps before they reach us—

"'Twas Greek at first; that Greek was Latin made:  
That Latin, French; that French to English straid."

*Lay* and *lie* seem not yet to be settled. Few things are more absurd than the confusion of these two words.

To *lay* is a verb active transitive; a hen *lays* eggs. To *lie* is a verb neuter; a sluggard *lies* in bed. Whenever the verb *lay* occurs, something must be supplied after it; the proper rejoinder to "Sir, there it *lays*," would be "*lays what?*" The reason of the confusion has been, that the past tense of the neuter verb *lie* is *lay*, looking very like part of the active verb: "I *lay* in bed this morning." But this, again, is perverted into *laid*, which belongs to the other verb.

There seems to be some doubt occasionally felt about the apostrophe which marks the genitive case singular. One not uncommonly sees outside an inn that "fly's" and "gig's" are to be let. In a country town, blessed with more than one railway, I have seen an omnibus with "RAILWAY STATION'S" painted in emblazonry on its side.

"Sanitary" and "Sanatory" are but just beginning to be rightly understood. "Sanitary," from "*sanitas*," Latin for soundness or health, means appertaining to *health*; "sanatory," from *sano*, to cure, means appertaining to *healing* or *curing*. "The town is in such a bad sanitary condition, that some sanatory measures must be undertaken."

First and foremost let me notice that worst of faults, the leaving out where it ought to be, and putting in where it ought not to be, the aspirate. This is a vulgarism not confined to this or that province of England, nor especially prevalent in one county or another, but common throughout England to persons of low breeding and inferior education, principally to the inhabitants of towns. Nothing so surely stamps a man as below the mark in intelligence, self-respect, and energy, as this unfortunate habit; in intelligence, because, if he were but moderately keen in perception, he would see how it marks him; in self-respect and energy, because, if he had these, he would long ago have set to work and cured it. Hundreds of stories are current about the absurd consequences of this vulgarism. You perhaps have heard of the barber who, while operating on a gentleman, expressed his opinion that, after all, the cholera was in the "hair." "Then," observed the customer, "you ought to be very careful what brushes you use." "Oh, Sir," replied the barber laughing, "I didn't mean the air of the *ed*, but the hair of the *hatmosphere*."

I have known cases where the fault has been thoroughly eradicated, at the cost, it is true, of considerable pains and diligence. But there are certain words with regard to which the bad habit lingers in persons not otherwise liable to it. We still sometimes, even in good society, hear "*ospital*," "*erb*," and "*umble*,"—all of them very offensive, but the last of them by far the worst.

The English Prayer-book has at once settled the pronunciation of this word for us, by causing us to give to God our "*humble* and *hearty* thanks" in the general thanksgiving. *Umb*le and *hearty* no man can pronounce without a pain in his throat; and "*umbianarty*" he certainly never was meant to say; *humble* and *hearty* is the only pronunciation which will suit the alliterative style of the prayer, which has in it, "not only with our *lips*, but in our *lives*." If it be urged that we have "*an humble* and contrite heart," I answer, so

have we "*the strength of an horse*," but no one supposes that we were meant to say "*a norse*." The following are even more decisive: "*holy and humble men of heart*;" "*thy humble servants*," not *thine*. And the question is again settled in our times, by the satire of Dickens in "*David Copperfield*." "I am well aware that I am the umblest person going," said Uriah Heep, modestly, "let the other be who he may. My mother is likewise a very umble person. We live in an umble abode, Master Copperfield, but have much to be thankful for. My father's former calling was umble, he was a sexton."

Be simple, be unaffected, be honest in your speaking and writing. Never use a long word where a short will do. Call a spade a spade, not a *well-known oblong instrument of manual husbandry*; let home be *home*, not a *residence*; a place a *place*, not a *locality*; and so of the rest. Where a short word will do, you always lose by using a long one. You lose in clearness; you lose in honest expression of your meaning; and, in the estimation of men who are qualified to judge, you lose in reputation for ability. The only true way to shine, even in this false world, is to be modest and unassuming. Falsehood may be a very thick crust, but, in the course of time, truth will find a place to break through. Elegance of language may not be in the power of all of us, but simplicity and straightforwardness are. Write much as you would speak; speak as you think. If with your inferiors, speak no coarser than usual; if with your superiors, no finer. Be what you say: and, within the rules of prudence, say what you are.—*Dean Alford*.

### 4. CATALOGUE OF EXISTING BOOKS.

A French bibliophile has made this calculation: "The learned Struve has written that it would be easier to transport Mt. Atlas than to write a universal bibliography, that is, a catalogue of all existing works, and that this catalogue would fill 150 folio volumes. I believe that 300 volumes would be found inadequate. There are above 3,500,000 printed works, and supposing that each of these is composed of three volumes, and that 300 copies of each were printed, the number of volumes would be above 3,313,000,000; but at least two-thirds of this enormous mass have been destroyed, consequently we have left in all the private and public libraries in the world only 1,104,588,000 volumes. If all these volumes were placed side by side, they would form a straight line of 23,010 miles."

### 5. THE NEW BOOKS OF 1863.

According to the *Publishers' Circular*, 3,878 is the number of titles of publications issued in the past year. This falls in a trifling degree short of the number in 1862, which amounted, after similar deductions, to exactly 3,913. These figures, however, though interesting in some respects, afford really little indication of the relative prosperity of the trade in different years. Of course, if the number of titles of new works fell greatly in any particular year, it could not but indicate some real depression. But the true index of prosperity does not lie in the number of titles, which remain pretty nearly stationary from year to year, but in that far less easily ascertainable indication, the number of issues.

### 6. ENGLISH EXPORT OF BOOKS.

The export of English books to the States of America fell from £140,000 worth in 1859 to less than half that value in 1861, and the returns now published show that in 1862, it was little over £50,000. The export to Australia has also fallen off considerably; in 1859 it exceeded £126,000, in 1861 it was but £110,900, in 1862 only £97,000. The export of English books to France has risen greatly; in 1859 it only amounted to £9,569, in 1862 it was £16,355. To British North America we send books in a year to the value of about £23,000, to the West Indies £17,000, and the export to India and that set down as being made to Egypt amount to about £125,000. The value of our books exported in the year 1860 was as high as £494,845; in 1861 it fell to £445,358, and in 1862 to £415,203; but in the first 11 months of 1863 it had recovered to £408,957. Our imports of books in 1862 were of the value of £101,053.

### 7. LITERATURE OF THE SOUTHERN STATES.

The Southern States of the American Republic have hitherto done very little in literature. A recent exception has lately appeared in London, being "*The Life and Times of Bertrand du Guesclin*," a history of the fourteenth century, by D. F. Jamison, of South Carolina. The "*Reader*," reviewing this work, says: "Mr. D. F. Jamison, of South Carolina, has, he tells us, devoted eight years of his life to a research into chronicles and manuscripts



for the elements of his history. He belongs, evidently, to the school of De Barante, author of the "Histoire des Ducs de Bourgogne," and of Augustin Thierry, who wrote "La Conquête de l'Angleterre par les Normands;" that is to say, he gives more details of private life, and recites with greater pleasure anecdotes from chronicles and local traditions than is usual with authors of the old school. His history thus gains, perhaps, in coloring and brilliancy, but it loses, perhaps, in depth and philosophic worth."

#### 8. THE PRESS OF LONDON.

By a computation which we have made from the "London Catalogue of Periodicals, Newspapers, and Transactions of Various Societies," just published by Messrs. Longman & Co., we find that the whole number of periodical publications of all sorts now established in London is 729. Of these no fewer than 359 are monthly publications, while 254 are dailies and weeklies, 81 are quarterlies, and 35 are Transactions of Societies.—*Reader.*

#### 9. NEWSPAPERS IN AUSTRIA.

Some interesting statistics of Austrian newspapers have been published. 463 newspapers appear in that empire, of which 270 are printed in German; 73 in Hungarian; 45 in Italian; 19 in Tcheque; 9 in Serbian; 5 in Slovak; 4 in Ruthene; 3 in Roumain; 1 in Illyrian; 18 in Polish; 8 in Croat; 4 in Slovene; 4 in Hebrew, and 3 Greek.

#### 10. PUBLISHING IN FRANCE.

Like most of the English publishers, Messrs. Hachette & Co. have no printing establishment. The division of labor has, to the regret of eminent bibliophiles, been carried so far as to apportion the printing, stitching, binding, and publishing of books among different firms. The difference of wages in remote country towns, and the speed, certainty, and low tolls of carriage of the railways have led to the establishment of printing and binding establishments in the provinces. All of the post-office printing and binding, which is something immense (besides the almost infinite variety of blanks used, I know eighty-nine different publications issued by that establishment), is done at Rennes, a town 234 miles distant from Paris.

#### 11. THE IMPERIAL LIBRARY IN RUE RICHELIEU.

The imperial library in the Rue Richelieu at present possesses 2,000,000 printed volumes, 200,000 manuscripts, 3,000,000 engravings, 500,000 maps, and, besides all these, a valuable collection of medals and antique gems, &c.

#### 12. FRENCH ESTIMATE OF MACAULAY.

M. Mignet, of the French Academy, has published a volume of the "Eloges Historiques," upon M. Souffroy, Baron de Gérando, Laromiguière, Lakanal, Schelling, Comte Portalis, Henry Hallam, and Lord Macaulay, which he delivered at the annual meeting of the Académie des Sciences Morales et Politiques, of which he is perpetual Secretary. His opinion of Lord Macaulay is thus expressed: "In this fine history [of England], which is epic in movement and resplendent in form, Macaulay sees through the tangle of events with a piercing eye, exposes them with consummate ability, and judges them as an able politician. His narrations carry you away by the life which he throws into them. He gives animation to everything that he relates, and to the knowledge which gives accuracy he unites the art that makes interesting. He enables the reader to appreciate as well as to know; and as a rule, his justice is equal to his clear-sightedness. Macaulay throws passion into history, but he does not falsify it. . . . A very splendid writer, he is in general a very equitable judge. He is attached to what is right, not as a Whig, but as an Englishman; he does not condemn acts of wickedness and tyranny from party motives, but for reasons of justice; he attacks the wrong, which he hates, because he loves what is good; and it is only on account of his own rectitude that he raises his voice against duplicity, and of his own honorable feelings that he denounces perfidy. He pronounces the verdict and distributes the condemnations of history without regard for any reprehensible prejudice, without excusing any fault, without omitting to mention any indignity, whoever may have been the sufferer or offender. Never indifferent under pretext of being impartial, he considers facts in their relations both with moral order, and public utility. He brings only generous sentiments to bear on his study of the past, and draws therefrom noble lessons as well as interesting scenes. He seeks not only to strike the imagination, but to enlighten the reason, and, if he pleases with art, he also instructs with honesty."

Mr. Woolner's full-sized model for the marble statue of the late Lord Macaulay, which is to be placed in the library of Trinity College, Cambridge, is now completed.

### IV. Correspondence of the Journal.\*

#### 1. SCHOOL SUPERVISION.

Of all that pertains to the education of the young, to the success of our common schools, next to the immediate work of the diligent teacher, school supervision is perhaps the most important. Nothing tends to incite the teacher to greater assiduity in his labors, to excite emulation and pride in the scholars, than constant visiting on the part of all who feel, or ought to feel, an interest in the education of the children by whom they are daily surrounded; yet, what is a more fruitful source of just complaint on the part of all teachers than the apathy of the school visitors, or supervisors of their own section? Too often does it happen that weeks and months pass by without any one entering the school house to ascertain whether the teacher is occupying the time profitably or not; that such a course is very prejudicial to the school, the reiterated complaints of all teachers are sufficient proof. Can it be that the parents of the youth who daily assemble for instruction in the various schools throughout the country, are so thoroughly careless and indifferent as to feel no inclination to watch the progress of their own children, as to deem it a matter of no importance whether their own offspring are being trained in such a manner as will enable them to combat successfully the dangers and difficulties which will beset them in life's journey?

I would fain think not, yet is the conviction most forcibly pressed upon us; not one of them would think of purchasing a horse, without first trying his capabilities; but they hesitate not at engaging a teacher, allowing him to form the mind, to mould the ideas of their children, without once attempting to ascertain whether he is capable of so doing; that it is their duty to do so, and that such supervision is attended with good results, few will be found to deny; why then is such visiting not more frequent and common? simply because it is every one's duty, and because every one ought to do it.

If each parent, nay, each adult, in the Section, would but say, "let who will stay away I will not," and make it a point of duty, if they will, (it would soon become a pleasure) to visit the school occasionally, we should, I am confident, find that our schools throughout the province would improve with unexampled rapidity, that our teachers would take a redoubled interest in their work, which indeed would but scarcely enable them to keep pace with the increased and continually increasing zeal of their scholars. But there should be method and a right motive in their visiting, a fault-finding visitor will never be welcomed, spend an hour or two in the school house, give a few words of encouragement, commendation when it is deserved, point out any fault that may be noticed, suggest any improvement that may be thought necessary, in a kind, friendly spirit, and your presence will ever be hailed with delight.

One good effect of such visiting cannot be passed over unnoticed, many of our ill-furnished, badly-built, unhealthy school houses would pass away, if the parents would visit such schools they would soon be sensible of the great disadvantages under which both teacher and scholar labor in being cooped up in a small unhealthy place, ill-provided with the necessary means of education; and if, in place of allowing such inconveniences to keep them away from the schools, they would endeavour to remedy the defects a giant stride would be made in the right direction; to that end it would be perhaps beneficial if each visitor would write some remark in the visitors' book upon the state and appearance of the school house, it would at least keep the subject continually before those who are only too ready to neglect whatever belongs to the common school.

*Dominic, Esquering, C. W.*

### V. Papers on Natural History.

#### 1. BOYS, SPARE THE BIRDS.

The blithe, cheery little feathered songsters who have been spending the winter in warmer climes, are fast returning to our fields and woods, and are ushering in the Spring with sweet carols. Their delightful music is dear to every lover of nature, and every such person bids them a hearty welcome. Not so, we are pained to hear, rude boys in some localities who are pursuing them with murderous guns and shooting them in wanton sport. We hope there are few cruel enough to indulge in such brutal pastime, but wherever there are such, the law should at once be invoked to stop their merciless slaughter. Not only are lovers of birds, as one of the pleasantest

\* For want of space, some of the correspondence received has been deferred.



features of country life, interested in this matter, but the farmers whose pecuniary success is greatly affected by the presence or absence of the birds. To the farmer they are of incalculable value of destroying millions of noxious insects that would otherwise play havoc with the crops. In one of the districts of France, a few years since, the birds, by a mistaken policy, were all killed off. The consequence was that the farmers' crops suffered severely from the depredations of the insect tribes. The people, discovering their error, set to work to restock their fields and woods with birds, prohibited the shooting of them, and in time the insect pests were thinned out. It is not only cruel, but a serious injury to agriculture to shoot the birds. We have stringent laws on the subject in this State, and they should be rigidly enforced. Spare the birds.—*Boston Journal*.

## 2. BIRDS AND THEIR USES.

The following facts, derived from correct sources of information, of the question how to get rid of the worms: Baron Von Tschudi, the well known Swiss Naturalist says: "Without birds, successful agriculture is impossible." They annihilate in a few months a greater number of destructive insects than human hands can accomplish in the same number of years. Among the most useful birds for this purpose may be classed the Swallow, the Wren, the Robin Redbreast, Titmouse, Sparrow, and Finch. Tschudi tested a Titmouse upon rose bushes of his neighbour, and rid the same in a few hours of innumerable lice. A Robin Redbreast killed in the neighbourhood of 800 flies in an hour. A pair of Night Swallows destroyed in fifteen minutes an immense swarm of gnats. A pair of Wrens flew thirty-six times in an hour with insects in their bills to their nests. He considers the Sparrow very important; a pair of them carrying in a single day 300 worms or caterpillars to their nests—certainly a good compensation for the few cherries which they pluck from the trees. The generality of small birds carry to their young ones, during the feeding period, nothing but insects, worms, snails, spiders &c., Sufficient interest should be manifested by all to prevent the discharge of fire-arms in the vicinity of orchards, vine-yards and flower gardens, as thereby the useful birds become frightened.

## 3. BIRD MURDER.

*Punch* has the following, for the benefit of those worthies who scour the woods as soon as the snow has gone, and shoot everything they can reach:

Who killed Cock-Sparrow?  
"I," said those men of Crawley,  
"With my club and my mawley.  
I killed Cock-Sparrow!"

Who saw him die?  
"I," said caterpillar,  
"And I blessed Sparrow-killer,  
As I saw him die."

Who'll dance on his grave?  
"I," said Mr. Slug,  
"With Green-fly and Red-bug,  
"We'll dance on his grave."

Who'll weep for his loss?  
"I," said young Wheat-shoot,  
Fruit and flower—bud and root,  
"We'll weep for his loss."

SPORTSMAN.

## 4. LIFE EVERYWHERE IN-SPRING.

Life everywhere! The air is crowded with birds—beautiful, tender, intelligent birds—to whom life is a song and a thrilling anxiety—the anxiety of love. The air is swarming with insects—those little animated miracles. The waters are peopled with innumerable forms—from the animalcule, so small that one hundred and fifty millions of them would not weigh a grain, to the whale, so large that it seems an island as it sleeps upon the waves. The bed of the sea is alive with polypes, carps, star-fishes, and with shell animalcules. The rugged face of the rock is scarred by the silent boring of soft creatures, and blackened with countless muscles, barnacles, and limpets.

Life everywhere! On the earth, in the earth, crawling, creeping, burrowing, boring, leaping, running. If the sequestered coolness of the wood tempt us to saunter into its checkered shade, we are saluted by the numerous din of insects, the twitter of birds, the scrambling of squirrels, the startled rush of unseen beasts, all telling how populous is this seeming solitude. If we pause before a tree

or shrub or plant, our cursory and half abstracted glance detects a colony of various inhabitants. We pluck a flower, and in its bosom we see many a charming insect busy in its appointed labor. We pick up a fallen leaf, and if nothing is visible on it, there is probably the trace of an insect larva hidden in its tissue, and awaiting their development. The drop of dew upon this leaf will probably contain its animals, under the microscope. The same microscope reveals that the "blood-rain" suddenly appearing on bread, and awakening superstitious terrors, is nothing but a collection of minute animals (*Monas prodigiosa*); and that the vast tracts of snow which are reddened in a single night, owe their color to the marvellous rapidity in reproduction of a minute plant (*Protaccus nivalis*). The very mould which covers our cheese, our bread, our jam, or our ink, and disfigures our damp walls, is nothing but a collection of plants. The many-colored fire which sparkles on the surface of a summer sea at night, as the vessel plows her way, or which drips from the oars in lines of jeweled light, is produced by millions of minute animals.—*Cornhill Magazine*.

## 5. THE CATERPILLAR SCOURGE.

There are three stages in which this scourge of Canada may be destroyed, and if proper efforts are made at either stage, the ravages of this pest may be mitigated. First, as rings on the fruit trees, the eggs may be destroyed by carefully collecting and burning them. The best way of doing this, is to pay a certain sum per gallon to boys for collecting the rings. This is the easiest way of destroying the caterpillar. Next, when the eggs are hatched, the caterpillars collect in masses on the tree, and may then be destroyed by crushing with the hand. This is the most disagreeable and difficult mode; but if the trees are to be saved, this must be done—and that effectually. In the last stage, the caterpillar has become a moth, and is now capable of laying thousands of eggs; and although harmless for this season, will furnish a destructive progeny for the next year. To destroy moths, a good plan is to keep at night, during the first few days of moth life, a fire of coals burning in the orchard,—a common hand furnace answers the purpose well. The insect, attracted by the light, flies to the fire, and is soon destroyed. By this latter means, comparative immunity from this destructive insect may be secured for the future. Should the caterpillar commence his ravages upon the smaller fruits, the following will be found useful:—Take of whale oil soap, 4lbs.; quassia wood, 6lbs.; petroleum, half a gallon: put the ingredients into a cask, and fill up with water. Let it stand in the sun for a few days, stirring it occasionally, and apply it to the trees and bushes with a watering-pot. This preparation will also prevent the destruction of rose-bushes by applying it a few times. If fruit-growers would make a systematic effort for the destruction of the caterpillar, it would save many bushels of fruit in the Province.—S. L. J., in the *Montreal Witness*.

## VI. Biographical Sketches.

### No. 24.—THE VERY REV. WILLIAM LEITCH, D.D.

Dr. Leitch was born in the year 1814, in the town of Rothesay, a famous watering place on the Island of Bute, Scotland. Like most Scottish lads who have risen to distinction, the elements of his education were received in the Parish School. His preparatory studies were completed in the Grammar School of Greenock. In 1832; at the age of eighteen, he entered the University of Glasgow, where he graduated as a Master of Arts in 1836. During his Arts course, mathematics and physical science received his special attention, and in these departments he obtained the highest honours conferred by the University. While a student he also lectured in the University on Astronomy, and for several years acted in the Observatory connected with the College, as assistant to the eminent astronomer, the late Professor Nichol. Ever afterwards he entertained an ardent love for astronomical pursuits. In proof of this may be mentioned the exceeding delight he took in advancing the character and usefulness of the Kingston Observatory, which, from being founded by private subscription, was, chiefly through his influence, transferred in 1861 to Queen's University by a deed of the City Corporation. An illustration to the same purpose is found in the publication last year, of his latest and most carefully prepared work, "God's glory in the Heavens; or, contributions to Astrotheology"—a work which contains the most recent astronomical discoveries stated with special reference to theological questions, and which at the time of its appearance was most favourably noticed by the ablest reviewers. In 1838, after the usual curriculum of four years in the Divinity Hall of Glasgow, he was licensed as a preacher of the Gospel in the Church of Scotland by the Presbytery of Dunoon. In the memorable year of 1843, he received a

presentation to the parish of Monimail from the Earl of Leven and Melville, and after the usual trials was ordained by the Presbytery of the bounds Cupar in Fife. Of this parish he continued minister until 1859, in which year, Dr. Barclay and Alex. Morris, Esq., a deputation of the Trustees of Queen's University, sent to Scotland to obtain a Principal for the institution, selected and nominated him for that high office. The late Principal was well known throughout Scotland on account of his reputation as a man of science, the enlightened and active part he took in the educational controversy which has long agitated that country, and the position of influence to which he was steadily rising in the councils of the General Assembly. For several years he acted as Convener of the Assembly's Committee on Sabbath Schools, an office in the duties of which he took great delight. During his ministry in the parish of Monimail he devoted much attention to the connection of science and religion, and contributed largely to various periodical works. He is well known to have been the author of certain articles, in which, in a masterly manner, the views of the late accomplished divine, Dr. Wardlaw of Glasgow, on the subject of miracles, are controverted. These articles created great interest at the time of their appearance, and the subject came in consequence to have special attractions for their author. For several years he conducted a series of investigations on the subject of parthenogenesis and alternate generations, as illustrated by the phenomena of sexual development in Hymenoptera. The result of these researches, which conflicts with that of the German physiologist, Siebold, in the same field, is given in the transactions of the "British Association for the Advancement of Science," and in the "Annals of the Botanical Society of Canada." Several separate publications also appeared from his pen on the subject of National Education in Scotland and India. On leaving Scotland for Canada, the University of Glasgow conferred on him the degree of D. D. On the 8th of November, 1860, he was formerly installed to the Principalship of Queen's University, in the Convocation Hall, the Hon. John Hamilton, Chairman of the Trustees, presiding, and a large and respectable assemblage of the citizens of Kingston being present. According to an ecclesiastical law, Principal Leitch's connection with the University gave him a seat in the Presbytery of Kingston, and by consequence in the Synod. Having visited Scotland in the summer of 1861, his first appearance in Synod was in the Session of 1862, which year it met at Toronto, and then he was cordially and unanimously elected Moderator. His position also gave him a seat in the Senatus of the University of Toronto, and of that University he was appointed an examiner. His plan of University Reform was the broad and enlightened one of maintaining with the utmost efficiency a great Canadian University, with all properly organized and thoroughly equipped Colleges in the country rallying around it, on such terms and according to such principles as would secure a collegiate education for the various sections of the country, and promote among the several sectional institutions complying with the conditions of affiliation a wholesome and generous rivalry. At the close of the University Session of 1863 it was apparent to the Principal's friends that his health had become impaired. By authority of the Synod of that year he received a Commission to attend the Synods of Nova Scotia and New Brunswick, in the character of a Representative member. He fulfilled this appointment greatly to the satisfaction and benefit of these Courts. He had not long, however, resumed his duties when sickness overtook him, and laid him aside. After some months of dreadful suffering caused by disease of the heart he expired on the morning of the 9th ult., in the forty-ninth year of his age.—*Pres.*

#### No. 25.—JOHN GEORGE BOWES, ESQ.

It is with more than ordinary feelings of regret that we announce to-day the death of one of our most prominent and highly esteemed citizens, Mr. J. G. Bowes. Mr. Bowes was but fifty-four years of age at the time of his death. He was born in the county of Monaghan, Ireland, and came to this country upwards of thirty years ago. By his industry and ability, he rapidly pushed himself forward in business. A few years after his arrival here he became a wholesale dry goods merchant, and for about fifteen years carried on a large and flourishing trade. Had he remained in the active pursuit of his business as a merchant, he could not have failed to have become one of the wealthiest merchants in the city. But his fine commercial and business talents soon marked him as a man for public life, which he first entered by becoming an Alderman for St. James' Ward, in 1850. In 1851, '52 and '53, whilst the appointment to the Mayoralty was in the Council, he was the choice of three successive corporations to fill the office. In the latter year he was also selected to represent Toronto in the Legislative Assembly, and during that Parliament took an active part in all the important measures which came before the Legislature. By the virulent opposition of his political opponents, he found it desirable for a time to

withdraw from public life, but entered it again in 1861, when he was elected by the voice of the citizens to the office of Mayor. In 1862 and 1863 he was re-elected to the same office, each time against strong opposition, and this year was defeated by the present Mayor, Mr. Medcalf. Besides the positions which he held as a member of the Legislature and in the corporation of the city, he filled, during the last ten years, other important and responsible situations, such as President of the Toronto and Guelph Railway Company, President of the St. Patrick's Society, President of a Savings' Society, and he was a director in various companies. In politics he was a Conservative. But he was at all times a most liberal man in his views, and most generous to those who were opposed to him. He was well known for his generosity in private life, giving not only to charitable institutions, but to the poor generally. The regret at his loss is universal. Few men had warmer personal friends. The news of his death, when it gained publicity, was in everyone's mouth, and the expression of regret at the loss which the city, as well as his own family, has experienced in his death, were general. Upon learning the melancholy intelligence, Mr. Mayor Medcalf gave orders to have the flag placed half-mast over the St. Lawrence Hall, where it remained until all that was mortal of the deceased gentleman was conveyed to its last resting place. This feeling of sorrow exists not only among the personal friends and admirers of Mr. Bowes, but those who have always been most opposed to him in politics and otherwise, manifested extreme regret upon learning of his death. A meeting of the City Council was held in the afternoon, when a resolution of condolence with the bereaved family was passed, and the Council decided to attend the funeral in a body to follow his remains to their last resting place. The funeral took place at half-past three o'clock on Sunday afternoon from his late residence to the place of interment, the Necropolis, and was followed by an immense concourse of mourning citizens.—*Leader.*

#### No. 26.—THE HON. M. LEMIEUX, M.L.C.

M. Lemieux, the deceased legislative councillor, was, at the time of his death, member for the De la Durantaye Division. Born at Point Levi, he received his education at the seminary of Quebec. He sat in parliament for the county of Dorchester from 1847 to 1854, and for Levis from 1854 until the general election of 1861, when he was defeated. He was Chief Commissioner of Public Works, and a member of the Board of Railway Commissioners from the 27th of January, 1855, to the 25th of November, 1857, and Receiver General in the Brown-Dorion administration. He was elected to the Upper House by acclamation, in the Fall of 1862. M. Lemieux was an advocate of Lower Canada, and took a prominent part in various commercial enterprises connected with his section of the Province. Without displaying any very great ability as a legislator, he was by no means an idle or a careless man. He created strong personal friendship, and his loss will be the subject of regret in the wide circle of his acquaintance.—*Leader.*

### VI. Miscellaneous.

#### A WORD TO MOTHERS.

Mother ! mother ! watch and pray,  
Fling not golden hours away !  
Now or never, plant and sow,  
Catch the morning's earliest glow.

Mother ! mother ! guard the dew  
While it sparkles clear and true.  
No delay ! the scorching noon  
May thy treasures reach too soon.

Mother ! mother ! while thy love,  
Shelters them like brooding dove,  
Is the dearest thing they've known,  
Stay them not on this alone.

Mother ! point them to the sky,  
Tell them of a loving eye,  
That more tender is than thine,  
And doth ever on them shine.

Mother ! lead them soon and late  
To behold the golden gate ;  
When they long to enter there,  
Lead them to the Lamb by prayer.

Mother ! do not check their glee,  
But the happy moment see,

When they love of heaven to sing,  
And to praise the heavenly King.

Mother! weary oft and worn!  
Never from their lisping turn.  
"Suffer them," the Saviour said;  
Mother! follow as He led.

Mother! seize the precious hours,  
While the dew is on thy flowers!  
Life is such a fleeting thing,  
Mother! mother! sow in Spring!

## 2. OUR HOPE IS IN THE CHILDREN.

It is said that when Peter the Great, of Russia, desiring to introduce English manners into his kingdom, sent a number of young men to England, his jester called him a fool. Peter threatened to have him tossed in a blanket, if he did not make the assertion good. The jester called for a sheet of paper, and folding and rubbing it hard, desired Peter to remove the impressions there made. His Majesty could not. "Why, then," said the jester, "do you send young men already impressed with Russian habits, to England? Send children." The jester was right. The hope of our missionaries depends much on the children they can educate. And so does the hope of the pastor at home.

## 3. KEEP THE BIRTH-DAYS.

Keep the birth-days religiously; they belong exclusively to, and are treasured among, the sweetest memories of home. Do not let anything prevent some token, be it ever so small, that it be remembered. For one day they are heroes. The special pudding or cake is made for them; a new jacket, or trousers with pockets, or the first pair of boots are donned; and big brothers and sisters sink into insignificance beside little Georgie, who is "six to day," and is "going to be a man." Mothers who have half a dozen little ones to care for, are apt to neglect birth-days; they come too often—sometimes when they are nervous—but if they only knew how such souvenirs will be cherished by their pet Frank or Fred, years afterward when away from the hearth-stone, and they have none to remind them that they have added one more year to the perhaps weary round of life, or to wish them, in old-fashioned phrase, "many happy returns to their birth-day," they would never permit any cause to step between them and a mother's privilege.—*Mother's Magazine.*

## VIII. Educational Intelligence.

### CANADA.

— U. C. LAW SCHOOL EXAMINATION.—The examination of students who attended this school during the past session, took place on the 5th inst., in the lecture and convocation rooms, Osgoode Hall, in this city, when the following gentlemen having obtained the number of marks set opposite their names were declared entitled to the society's prizes. The maximum number of marks which could be obtained was 390, and the minimum 260:—James Watt, 365; John Dougan, 356; John J. Stephens, 309;—Fleming, 287; George Kennedy, 261. Mr. Henry Wetenhill being under the standard, but nevertheless having passed a very creditable examination, was declared entitled to a certificate of merit. The examiners were the lecturers, Messrs. Adam Crooks, Q. C., Leith and Anderson, assisted by R. Vankoughnet, Esq. The examination was searching and severe, and displayed very clearly the advantages which students in the city may derive from attending the lectures which the Law Society has so generously provided for them.—*Toronto Leader.*

— UNIVERSITY OF VICTORIA COLLEGE.—The closing exercises in this University have passed off with great *clat*. The examinations in the faculties of arts and law commenced on Thursday, April 28th, and continued until Tuesday, the 2nd inst. The usual spirited competition for prizes and honors was maintained in the senior and junior classes, while the sophomore and freshman classes give promise of being at least equal to any that have ever preceded them in this University. The annual meeting of the Alumni Association was held on Tuesday evening. An able and scholarly address was delivered in the Wesleyan Methodist Church, by J. W. Baynon, Esq., B. A., barrister of Perth. After the address the Alumni adjourned to University Hall where the business of the annual meeting was disposed of. The Alumni Association have founded a scholarship, in arts, to be called the *Alumni Scholarship*, and awarded to the best fresh-

man of each year. The Convocation assembled in Victoria Hall on Wednesday at 2 p. m. Before the proceedings commenced the large hall was filled to overflowing. On the platform were the members of the senate, and faculties of arts, medicine, and law, the Rev. Dr. Ormiston and others. The following are the degrees conferred: B. A.—Wilmot R. Squier, gold medallist; Reginald H. Starr, silver medallist; Nelson Bigelow; John F. German, John B. Keagey, John E. Rose, John D. Stark, George H. Bridgman, Frederick J. Hayden, Osborne Lambly, William S. McCullough, John C. Willmott.

M. D.—J. H. Sangster, George Cook, John W. Sparrow, William Caw M. MacO'Conner, A. J. Massecar, Ang. Dixon, William Cockburn, O. W. Faree, L. Clement, G. C. McManus, Alexander McKinnon, P. V. R. DeFoe, J. Brown, Adam C. Corson, T. C. Newkirk, J. O. Diaber, R. Morrow, Robert Fowler, W. A. Munna, N. Munroe, W. F. McBrien, G. E. A. Winans, H. M. McLeod, Wm. Wade, Joseph M. Tweedale, D. L. Rogers, H. Strange, D. A. Sinclair, W. E. Millward, B. Crandall, James Carlyle, A. H. Beaton, A. H. Millar, J. K. Riddall, Archibald Mitchell, J. T. Kennedy (*ad eundem.*), A. C. Lloyd (*ad eundem.*)

LL. B.—William Beatty, M. A.; John H. Humble, M. A.; Ashton Fletcher, B. A.; Wm. I. Shaw, B. A.; Wm. H. McClive, B. A.; Andrew G. Hill, B. A.

M. A., (in course).—Stephen F. Lasier, B. A.; William A. Whitney, B. A.; Thomas Holden, B. A.

D. D.—Rev. Francis Skinner, Blackburn, England.

The following prizes were given in:—Gold Medal—Wilmot R. Squier Silver Medal—Reginald H. Starr. Metaphysical Prize—George H. Bridgman. Essays—1st. prize, Frederiek J. Hayden; 2nd do., Reginald H. Starr. Scripture History—1st prize, Jas. Mills; 2nd do., Richard H. Harper. Literary Association's Prize—1st in elocution, George H. Bridgman; 2nd do., Osborn Lambly; 1st in English essays, Hugh Johnson; 2nd do., John F. German. The proceedings were concluded with the benediction, by the Rev. W. Jeffers, D. D. On Wednesday evening the alumni conversazione was held in Victoria Hall. The assembly was large and brilliant, and was presided over by the Rev. Dr. Ormiston, the newly elected President of the Association and one of the first graduates of the college. An eloquent address from Dr. Ormiston, music, refreshments, and conversation, filled up the evening. Shortly after the commencement of the evening's proceedings the President introduced a presentation to Dr. Whitlock. The venerable Dr. has resigned the chair of natural sciences, and is about to retire to private life. As a token of affection and esteem the students presented him with a cane, with appropriate inscription and address. Dr. Ormiston informed the audience that the fortune in the cane was greater than that on it. The Rev. Dr. Whitlock, in retiring from an academic life of thirty years, bears with him not only the reputation of a profound scholar, but also the warmest affection of six or seven thousand students, who have benefitted by his instructions. The chair of natural sciences will be filled by Dr. Harris, whose extensive learning and great ability as an instructor will make this department equal to that of any university on this continent. To the department of modern languages will be added that of English literature, the chair in which will be filled immediately by a competent professor. The senate have passed a resolution that no further *honorary* degrees in arts will be granted by this university. The attendance for the present year in the three faculties is 330; the freshman class numbers 30. The faculty of law is rapidly rising to importance, the graduates this year being six in number, all of whom have previously received degrees in arts. The entire number of graduates this year is sixty, the largest number probably that has ever graduated at one time from a British American University. The prospects of the college for a career of extended usefulness and prosperity were never brighter than at present.—*Leader.*

— JOHN B. DENTON, Esq.—The Teachers of the County of Prince Edward on the 7th inst. presented an address, accompanied with a purse of \$150 (as a token of esteem) to Mr. J. B. Denton, for the just considerate, independent and impartial course pursued by him during the twelve years he had been their excellent superintendent. Mr. Denton is a gentleman of superior qualifications, and we regret to hear that bad health compels him to retire from the situation as County Superintendent.\*

— PROFESSOR HIND.—The *Canadian News* announces that Professor Hind, M. A., of Trinity College, Toronto, has received the appointment of Chief of the Mineralogical Survey of New Brunswick.

\* Want of space compels us to omit Mr. Lucas' letter on this subject. It was, however received too late for insertion.

— **MCGILL UNIVERSITY.**—The Annual Convocation of this University took place on the 3rd inst., in the Wm. Molson Hall, A. Robertson, Esq., one of the Governors, presiding in the absence of the President. The meeting was opened by prayer by the Rev. Vice Principal Leach. After the reading of the minutes, the following gentlemen were elected to represent the graduates of the several Faculties, in the Corporation, as Fellows of the University:—Wm. B. Lambe, B.O.L.; Walter Jones, M.D.; Brown Chamberlin, M. A., B.O.L. The names of the following gentlemen were then read by the Dean of the Faculty of Arts, as entitled to the degree of B.A.:—Alvan F. Sherrill, Archibald Duff, James McGregor, John H. Bothwell, George H. Pease, John, N. Muir, Francis W. Hicks, Lonsdale Green, Donald Baynes *Graduates in Civil Engineering*, Gulian, Pickering, Rixford. The following names were then read as having passed the intermediate examinations of the University, which take place at the end of the second year: *Class I.* McGill College,—Meredith B. Bethune, A. Ramsay McDuff. Morrin College,—James G. Colston, Robert Cassels. *Class II.*—McGill College,—Colin Campbell Stewart, Jacob De Witt Anderson, Arthur Adderley Browne, Clarence Chipman, William Jno. Watts, Lewis Alex. Hart, Jas Ferrigo. Morrin College,—Henry C. Scott, Wm. Cook, John W. Cook, Ivan T. Witherspoon, Theophilus H. Oliver, Henry Macnab Stuart, Thomas J. Oliver, Neil W. McLean, Wm. Olint. *Class III.* McGill College,—Silas Everitt Tabb, Hugh McLeod, Wm. Henry Beckett, John Morrison, James Smith. The list of honors and prizes was then read as follows: *Graduating Class.* 1. Mathematics and Natural Philosophy,—Duff, Archibald, 1st rank honours; Anne Molson, Gold Medal. 2. Classics,—George H. Pease, 1st rank honours; Prince of Wales' Gold Medal. McGregor, James, 1st rank honours. 3. Natural Sciences,—Bothwell, John A., 1st rank honours; Logan Gold Medal; Sherrill, Alvan F., 1st rank honours, and highest general standing; Chapman Gold Medal. Bothwell, John A., prize in Mental and Moral Philosophy; Prize Essay. The degree of B. A. was then conferred on the graduating class; after which the valedictory was read by Mr. McGregor. The degree of M. A. was then conferred on the following gentlemen:—Joseph Green, B.A.; John Boyd, B.A.; Caleb S. De Witt, B.A. The Rev. Prof. Dr. De Sola, LL.D., then gave the address to the graduates. In it he, in the first place, dwelled especially upon the importance, of physical culture, for the maintenance of a sound mind in a sound body; reminding them that the universe, and themselves as a portion of it, were under immutable laws. He next warned them, whilst pursuing their studies, to beware of bad books and evil companions; also, the superficially going over popular works; and, above all, that tendency of the present age to call in question, without sufficient grounds, opinions and beliefs long established and entertained by the wisest and the best of our race. He also impressed upon the graduates the necessity of concentrating their faculties on their future vocations, at the same time not neglecting the general course of the world's advance in knowledge. They should also cultivate the refined manners and bearing of the gentleman, which never could be done if they, by any vicious indulgence, allowed themselves to lose their own self respect.

The Rev. Prof. Hatch, of Morrin College, Quebec, was then called, on by the Chairman to address the Convocation. He did so, dwelling on the advantages accruing to both Colleges from the affiliation of the Morrin one with that of McGill during the past year. A wider field of competition was now open to the students of each college, and not only the cause of education, but that of truth would be helped forward. There were now examinations which were common to both Colleges, and he believed the students of Morrin would run those of McGill neck to neck; but, though the students of the former might not prove formidable rivals to those of the latter, whoever should win the race the advantage would be the same. In competing with another college in these University examinations, the achievement would be greater, as would likewise the spur to diligence. He was glad that the standard of education would be thus raised, and the cause of truth advanced, for the aim of the student's life was to find out what was really truth, and what we really were.

The Principal then announced the following honorary degrees as having been granted by the Corporation:—The degree of B.O.L., *honoris causa*, to Prof. Edward Carter; the degree of M.D., *ad eundem*, to D. L. McGee Carey, Esq.; the degree of B.A., *ad eundem*, to the Rev. E. P. Muir, of Montreal; the degree of LL.D., *honoris causa*, to the Rev. Prof. Lyall, of Dalhousie College, Halifax. He then said he was happy to see Prof. Hatch there, representing a sister college, placed under circumstances not unlike their own, and founded like McGill, by a rich and benevolent citizen. He was glad to feel that this University, not having affiliated colleges in each of the greatest centres of the English speaking and Protestant population of Lower Canada, might now fairly take rank as the University of that class of our people. Such had been the object of the founder of the University, who only stipulated that one of the colleges of the University should bear his name; but the University up to the present time had borne it; and though they might seek a wider denomination, yet, perhaps, they could not bear a better title for the present, or rally under a better name even for all coming time. He congratulated Morrin College that, with such a short existence, it had been able to send up so many successful men this year to the intermediate examination. He regretted that the number of students from Montreal should be decreasing, and that she no longer contributed the majority of the students, which had been done during the

past year by the country. He hoped the tide in this respect had seen its lowest, and that, hereafter, not merely those intended for professions would come and graduate within the walls of McGill, but those who were meant to follow the pursuits of trade, the more so, seeing that the cost of her curriculum was so small. He then alluded with much feeling to the founders of the new medals, characterising the founding of the Shakespearean one as being a circumstance most honourable to Montreal, and as one of the happiest of thoughts. This medal would stimulate to the study of English literature, a branch of learning with which students were, perhaps, upon the whole, the most slenderly provided. This medal would be something left, after the mere show of the occasion had passed away, and was meant for those who might be considered as being amongst us the best representatives of him in memory of whom, and for whose honour, it had been provided. He then alluded to the Anna Molson medal, as having been provided by a lady, and of its being not only a proof of the wish of an educated woman for the success of that Institution, but a token on the part of one Canadian mother of the deep interest she felt in common with other such mothers, in the proper and complete educational training of their sons for a useful and successful manhood. He also alluded to the Logan medal, stating that the study of geology, especially in a new country like this, was second in importance to no other branch, but should be part of the curriculum of every educated gentleman. He begged there publicly to return thanks in the name of the university for these medals, and would remind them that more yet might be done, either in the shape of bursaries gifts of books to the library, or the providing by endowment for some of the chairs already established, and so prevent the necessity of further curtailment by sale the grounds surrounding the College.

The benediction having been pronounced by the Rev. Prof. Hatch, the convocation adjourned until to-morrow.\*

## IX. Departmental Notices.

### UPPER CANADA TEACHERS' ASSOCIATION.

We would direct the especial attention of teachers to the Supplement which accompanies the present number of the *Journal of Education*, announcing the time and place of the next annual meeting of the Teachers' Association for Upper Canada. Trustees receiving the *Journal*, will please hand the Supplement to the teachers at their earliest convenience.

In connection with this matter, we would direct attention to the following paper, containing some useful suggestions on the subject of Teachers' Associations. In the *Journal* for March, we inserted a paper containing a list of "Topics for Teachers' Meetings," which is well worthy of attention. The volumes of the *Journal* already published, also contains a variety of articles on kindred subjects. We heartily wish our Provincial Association great success in its career of usefulness.—[Ed. J. of E.]

### TEACHERS' ASSOCIATIONS—THEIR ADVANTAGES AND USES, AND THE BEST MODE OF CONDUCTING THEM.

BY REV. E. P. PRATT.

I send you by request the substance of a Report read before the "Teachers' Institute of Scioto County," at its annual meeting, December 29, 1863, on the above topic. My views are the result of my own reflections, guided by the principles of common sense, without any experience in attending such associations, except the one organized here, or any reading on the subject.

To be able to manage any piece of mechanism, or conduct any organization successfully, the first thing required is to have a clear idea of its nature and design. What, then, is the nature and design of the Teachers' Institute? What is the end sought to be accomplished by it? It is made up of a number of the friends of education, some of whom are engaged in teaching and others not, gathered from a given section of country to deliberate upon and discuss subjects connected with the work of educating the youth of our land. They are expected to bring together their individual stock of knowledge and skill, whether gained by experience or from reading, and cast it into a common stock for the benefit of all. It is not the design of these associations to examine teachers, nor to hold a "mutual admiration society;" nor for each to try to exhibit himself and show how much wiser and more learned he is than all the rest. Nor is their main object to perfect each other in the drill of the ordinary branches taught in our schools, or the best mode of imparting instruction in those branches. Something of this will, of course, be accomplished, but it should be regarded as of secondary importance. We want to make better *educators*, rather than *instructors*, by these associations. A man may be absolutely perfect in the different branches he is required to teach, and yet be a very poor teacher. He may go his regular rounds as accurately as a blind horse in a tread-mill, and yet feel but little more interest in his work.

One object of Teachers' Institutes should be to exalt the vocation of the teacher. Our teachers themselves need to have a better

\* Want of space compels us to defer the next day's proceedings.—Ed. J. Ed.

idea of the real grandeur of their work. They must magnify their office. Let their own hearts be fired with the idea, and they will fire other hearts. There should be more of the *esprit de corps* among teachers. If a teacher does not esteem and respect himself, nobody will respect him. These associations should foster this spirit. In many places teachers are not regarded as occupying any higher position than the common wood-chopper or hod-carrier. This is often their own fault. They look upon teaching as a drudge—something to be *endured* until they can make a little money and get into some other business. It is a stepping-stone to one of the professions, and they have sometimes been honest enough to avow that they taught for the “sake of the dime,” and for nothing else. Now, with this idea of the teachers’ office, no one can succeed and no one ought to succeed. Next to the office of the Christian Ministry, it is the very highest in point of honor and responsibility. It is theirs to give direction to immortal minds that are to exert a mighty influence over other minds, for good or evil, through succeeding ages. They stand at the fountain-head of influence, and next to parents do more, perhaps, to form the mind and character of coming generations, than all others. They impress their own image and superscription upon their pupils. They infuse into them their own spirit. Not only what they *know*, but what they *are*, helps to educate. “Such as I have give I unto thee,” may be said by them to their scholars, as truly as it was said by Peter to the lame man. They can impart nothing which they do not possess, and this they can and do impart, whether they will it or not. Their looks, the tones of their voice, their habitual temper and disposition, their habits of thinking, of feeling, and of action; their intellectual and moral traits of character, all are contributing daily to educate the young and susceptible hearts under their care, of good or evil, for stations of honor and usefulness, or infamy and disgrace. How high and responsible, then, is the vocation of the teacher. Permit me to quote a paragraph from the late work of Dr. Holland, on this point. He goes even farther than I do in his estimate of the office of the teacher. “The Christian teacher of a band of children combines the office of the preacher and parent, and has more to do in shaping the mind and morals of the community than preacher and parent united. The teacher who spends six hours a day with my child, spends three times as many as I do, and twenty-fold more time than my pastor does. I have no words to express my sense of the importance of your office, still less have I words to express my sense of the importance of having that office filled by men and women of the purest motives, the noblest enthusiasm, the finest culture, the broadest charities, and the most devoted Christian purpose. Why, sir, a teacher should be the strongest and most angelic man that breathes. No man living is entrusted with such precious material. No man living can do so much to set human lips to a noble tune. No man living needs higher qualifications for his work.” And yet many communities think almost anybody will do for a teacher, and the cheapest is the best; and many teachers think they need never attend a Teachers’ Institute, nor read an educational journal to fit them for their work. Oh, ignorance and shame, where is thy blush!

Another object of such associations is to fix in every teacher’s mind the true idea of education. Much has been written upon this subject of late years, but still it is very imperfectly understood. Many have no higher idea of education than that of cramming the contents of certain text-books into the minds of children. They would stuff them as turkeys are stuffed for Christmas. They would pour knowledge into them as an apothecary would his medicines into bottles, and then label them as having “finished their education,” and send them home. They have no idea of education as the liberal culture of all the faculties, of mind, and heart, and will, each in its due proportion, and all subordinated to the formation of right character. Some faculties need to be stimulated, and others to be repressed. The soul needs to become self-poised and self-governed—all of its powers being subjected to the control of enlightened reason and conscience. This is the high ideal of education, which should ever be held up before the mind of teachers, and such associations help to do it.

Such associations also afford a mental tonic to the teacher. He needs to have his mind quickened by coming in contact with other minds, and here he has the opportunity. As steel gives edge to steel by friction, so does mind to mind. He meets those of large and liberal culture in other professions, as well as in his own, and he is aroused to make higher attainments. By confining himself to the dull routine of his text books, the teacher is in danger of dwarfing his mind. He goes over the same thing year after year, until he loses all interest in it. He has sucked all the juice out of his oranges, and nothing remains but the seeds and rind. The flowers that were once beautiful and fragrant, are but dried specimens. His mind is in danger of becoming as dry as his text books, its stores of knowledge all desiccated, its enthusiasm all gone, and he converted into a walking mummy. To guard against this, he must

bring his mind in contact with other active and vigorous minds, either through books or oral discussion; and thus he will keep his own mind fresh and vigorous, and full of the fire of enthusiasm. He will be not the plodding pedantic pedagogue, but the *inspirer* of youth and the *infuser* of new truths and emotions. After all, this is the highest function of the teacher, to arouse and set in motion the young minds under his care to gain knowledge for themselves. To do this, he should be constantly acquiring new truths. Cicero says that no kind of knowledge is useless to the orator. The same may be said of the teacher. He can use all the facts of science and literature with which his mind is stored for the benefit of his scholars. Then he will appear to them to be what he really is, greater than all their text-books, and he will inspire them with that reverence and respect which is such an auxiliary in the work of governing a school. Some teachers make it a rule to read regularly some larger work on the subject of their daily lessons. Others peruse works of history, or devote their attention to the acquisition of some new branch of science. No professional man should confine himself exclusively to works on his own profession. He cramps his intellect by so doing, and disqualifies himself for the largest measure of success in his own peculiar calling.

Another advantage that ought to accrue from these associations, is to arouse the teacher to the importance of attaining to a higher standard of moral excellence. Quintilian lays it down as one of the qualifications of the orator, that he *must be a good man*. Much more important is it for the teacher. He ought to be a model and pattern of every virtue. He must be what he would have his pupils be. If a teacher would have his pupils avoid all bad habits, he must avoid them himself. If he would have them form right habits, he must set them the example. If he would have them truthful, he must speak and act the truth. If he would have them patriotic, he must be patriotic. If he would have them avoid profanity and intemperance, he must avoid them. The colonial must be the bravest and best man in his regiment, if he would have it win glory on the battle-field. He must say “come boys,” and not “go boys,” and lead them into the thickest of the fight. So must the faithful teacher lead his pupils into the fields of virtue, where nobler garlands are to be won by conquest over self and sin.

I have thus briefly hinted at some of the advantages of such associations as the one in which we are met. The best way to secure these advantages is, doubtless, that which practical common sense has induced us to adopt. Particular topics are assigned to individuals for essays or reports on themes connected with the general subject of education. Months are given for investigating and writing on these topics. Then the reports are read and time taken for a free and full discussion. Where it is possible, it is always desirable to have the assistance of some distinguished educator from abroad to give lectures and make suggestions, and participate in the discussions. Most valuable hints may thus be obtained, and a great impulse given in the right direction to those who are engaged in the great work of training up the young, into whose hands the destinies of this vast nation are so soon to be placed. Never has there been a time, since the foundation of our government, when so great responsibilities devolved upon all who, in any way, help to form the public sentiment of the nation. Never has there been a time when greater fidelity was required on the part of the teachers of our youth. Never has there been a time when it was such a grand privilege to live and labor for the regeneration of our nation.

“We are living, we are dwelling,  
In a grand and awful time,  
In an age on ages telling,  
To be living is sublime.”

We are receiving such a baptism of blood and fire as no nation has ever received before. We are making history during these passing days that will be read with the most thrilling interest when all the present generations of men shall have passed away. Now, we are actors in these scenes. Let us act well our part in the several stations we are called to fill. Let all the ends we aim at be our country’s, our God’s, and truth’s; and let us each do what in us lies to make the succeeding ages wiser and better than the ages that have gone before. Let us inspire our dear youth with the love of learning, love of truth, love of the right and the good, love of all mankind and, above all, love to Him who endowed them with their noble capacities, and will hold them accountable for their right cultivation and use.—*Ohio Educational Monthly*.

TERMS: For a single copy of the *Journal of Education*, \$1 per annum, back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must in all cases accompany the order. Single numbers, 10 cents each.

All communications to be addressed to J. GEORGE HODGINS, LL.B.,  
Education Office, Toronto

LOVELL AND GIBSON, PRINTERS, YORK STREET, TORONTO.



# SUPPLEMENT TO THE JOURNAL OF EDUCATION FOR UPPER CANADA.

## *To the Teachers of Upper Canada. -*

The next ANNUAL CONVENTION of the "Teachers' Association of Canada West," will take place at the Temperance Hall, Toronto, on TUESDAY, the 2nd of August next, at 11 A.M., and continue in Session three days.

The Directors of the Grand Trunk, Great Western, and Northern Railroads, have kindly consented to allow Teachers attending the Convention, to travel from any Station on their respective lines, to Toronto and back, at *half the ordinary fares*. Each Teacher will pay the full fare to Toronto, and will receive a free return ticket from the Treasurer of the Association.

Accommodation will be provided for the Teachers while in Toronto, at half the usual hotel prices,—say 50 cents per day. An officer will be in attendance at the Temperance Hall, early on the first day of meeting, to direct those who wish to avail themselves of this privilege.

Addresses are expected from the Rev. J. McCaul, LL.D., President of University College; the Rev. W. Ormiston, D.D.; C. W. Connon, LL.D., of Upper Canada College; several other prominent Educationists; and the President of the Association, Daniel Wilson, LL.D.

Communications have already been promised, by several experienced Teachers and friends of education, on a variety of practical subjects connected with the the object of the Association. It is proposed, with a view to the usefulness as well as the variety and general interest of the Meeting, that no long essays be read in full; but that the authors shall furnish brief abstracts, setting forth the leading points, so as to elicit discussion.

The Committee have already made arrangements, by which they anticipate being able to secure the publication of the most important communications, in full, in different journals.

The following subjects, among others, will be introduced for discussion:—

1. The fitness of the National Series of School Books for the requirements of Canadian Schools.

2. The causes and remedy of the frequent changes of Teachers in the rural districts.

3. The appointment of Superintendents for Counties instead of Townships, as a means suggested to insure greater efficiency.

4. Union Schools—their advantages and disadvantages.

5. Central High Schools—the desirableness of such as a part of the Common School System in large towns.

6. Separate Coloured Schools—the necessity or desirableness of recognizing the distinction of colour in Canadian Schools.

7. The objects to be accomplished by Teachers' Associations, and the importance of local organizations.

It is desirable that Teachers attending the Convention should prepare themselves to take part in the discussion of these important topics.

Arrangements are in progress for a "CONVERSAZIONE" of an interesting and attractive character, where the friends of education may enjoy an evening together, at the time of the Convention. Musical and literary contributions of a high order are promised for the occasion.

Persons engaged in the various departments of instruction are earnestly requested to identify themselves with the Provincial Association, as it is designed to supply a want which has long been felt and acknowledged. Through its agency, Teachers may do much to elevate the *status* of their profession, and advance the general interests of education in the country; and, when necessary, they will be in a position to suggest improvements in the practical working of our School System.

It is highly important that Township and County Associations should be organized throughout the Province, to co-operate with the central body. Those already in existence are invited to send duly authorized Delegates to the Convention, to represent the views of their constituents on the various subjects proposed for discussion.

WILLIAM ANDERSON,

*Secretary.*

Toronto, May, 1864.



# JOURNAL OF EDUCATION,

Upper Canada.



VOL. XVII.

TORONTO: JUNE, 1864.

No. 6.

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## APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT FOR UPPER CANADA, FOR 1864.

*Circular to the Clerk of each County, City, Town and Village Municipality in Upper Canada.*

SIR,—I have the honour to transmit herewith a certified copy of the apportionment for the current year, of the Legislative School Grant to each City, Town, Village, and Township, in Upper Canada. Although I have not yet received from the Government the usual intimation of the issue of the customary warrant, I presume that the apportionment will be payable at this Office, to the Agent of the Treasurer of your Municipality, on the 1st of July, provided that the School Accounts have been duly audited, and they, together with the Auditors'

and Local Superintendents' Reports, have been duly transmitted to this Department.

The basis of apportionment to the several Counties, Cities, Towns, Villages, and Townships for this year, is the population as reported in the census of 1861, which was also adopted last year, and I have no more generally accurate statistics of a later date.

Where Separate Schools exist, the sum apportioned to the Municipality has been divided among the Common and Roman Catholic Separate Schools therein, according to the average attendance of pupils at both classes of Schools during last year, as reported by the Trustees.

The gross sum apportioned to all the schools this year is about \$1000 more than that apportioned last year.

It is particularly desirable that the amounts should be applied for not later than the third week in July, as it is inconvenient to delay the payment. There are, however, a number of municipalities which have not yet sent in their account of school moneys, now several months over due, and in these cases the payment must necessarily be deferred until the law has been complied with.

I trust that the liberality of your Council will be increased in proportion to the growing necessity and importance of providing for the sound and thorough education of all the youth of the land.

I am Sir, your obedient Servant,

Education Office,

E. RYERSON.

Toronto, 16th June, 1864.

### Apportionment to Counties, for 1864.

1. COUNTY OF GLENGARRY.		
Townships.	Apportionment.	
Charlottenburgh .....	\$745 00	
Do. for Separate Schools .....	\$60 00	
Kenyon .....	582 00	
Lancaster .....	506 00	
Do. for Separate Schools .....	39 00	
Lochiel .....	547 00	
Do. for Separate School .....	61 00	
Total for County, \$2340.	\$160 00	\$2390 00

2. COUNTY OF STORMONT.		
Cornwall .....	\$600 00	
Finch .....	237 00	
Osnabrock .....	676 00	
Roxborough .....	380 00	
		\$1948 00

3. COUNTY OF DUNDAS.		
Matilda .....	\$553 00	
Mountain .....	441 00	
Williamsburgh .....	561 00	
Winchester .....	490 00	
		\$2045 00

4. COUNTY OF PRESCOTT.		
Townships.	Apportionment.	
Alfred .....	\$165 00	
Caledonia .....	129 00	
Hawkesbury, East .....	364 00	
Do. for Separate Schools .....	\$145 00	
Do. West .....	268 00	
Longueuil .....	195 00	
Plantagenet, North .....	268 00	
Do. for Separate School .....	36 00	
Do. South .....	148 00	
	\$179 00	\$1527 00
Total for County, \$1706.		

5. COUNTY OF RUSSELL.		
Cambridge .....	\$80 00	
Clarence .....	207 00	
Cumberland .....	313 00	
Russell .....	217 00	
		\$817 00

6. COUNTY OF CARLETON.		
Pittsroy .....	\$388 00	
Gloicester .....	543 00	
Goulbourn .....	348 00	

COUNTY OF CARLETON—Continued.		
Townships.	Apportionment.	
Gower, North .....	309 00	
Huntley .....	318 00	
March .....	174 00	
Mariborough .....	260 00	
Do. for Separate School .....	\$19 00	
Nepesin .....	523 00	
Do. for Separate School .....	7 00	
Osgoode .....	519 00	
Torbolton .....	81 00	
	\$26 00	\$3463 00
Total for County, \$3488.		

7. COUNTY OF GRENVILLE.		
Augusta .....	\$603 00	
Edwardsburgh .....	633 00	
Do. for Separate School .....	\$42 00	
Gower, South .....	130 00	
Oxford on Rideau .....	526 00	
Do. for Separate School .....	\$10 00	
Wolford .....	355 00	
	\$53 00	\$2297 00
Total for County, \$2340.		

## 8. COUNTY OF LEEDS.

Townships.	Apportionment.
Bastard	\$428 00
Burgess South	41 00
Crosby North	254 00
Do. South	254 00
Elmsbethtown	738 00
Elmsley South	188 00
Escott Front	191 00
Kitley	413 00
Leeds and Lansdowne Front	262 00
Do. do. Rear	272 00
Yonge Front	215 00
Yonge and Escott Rear	269 00
Total for County, \$3605 00	

## 9. COUNTY OF LANARK.

Bathurst	\$392 00
Beckwith	364 00
Burgess North	187 00
Dalhousie	187 00
Do. for Separate School	\$15 00
Darling	108 00
Drummond	314 00
Elmsley North	167 00
Lanark	274 00
Lavant	33 00
Montague	417 00
Pakenham	292 00
Ramsay	491 00
Sherbrooke North	45 00
Do. South	87 00
Total for County, \$3283.	\$15 00 \$3298 00

## 10. COUNTY OF RENFREW.

Admaston	\$305 00
Algona	50 00
Alice	80 00
Do. for Separate School	\$6 00
Bagot and Blithfield	138 00
Brougham	69 00
Bromley	153 00
Brudenell, Raglan, and Radcliffe	130 00
Grattan	117 00
Do. for Separate School	\$33 00
Horton	143 00
McNab	231 00
Pembroke	72 00
Petewawa, Buchanan and McKay	44 00
Rolph and Wylie	30 00
Ross	187 00
Sebastopol and Griffith	70 00
Stafford	66 00
Westmeath	240 00
Wilberforce	154 00
Total for County, \$3168.	\$39 00 \$3129 00

## 11. COUNTY OF FRONTENAC.

Barrie and Clarendon	\$55 00
Bedford	169 00
Do. for Separate School	\$33 00
Hinchinbrooke	91 00
Kennebec	51 00
Kingston	526 00
Do. for Separate School	24 00
Loughborough	294 00
Miller and Canonto	3 00
Oden	53 00
Oso	41 00
Palmerston	15 00
Pittsburgh	527 00
Portland	340 00
Storrington	347 00
Wolfe Island	342 00
Do. for Separate Schools	90 00
Total for County, \$3005.	\$147 00 \$3152 00

## 12. COUNTY OF ADDINGTON.

Amherst Island	\$158 00
Anglessea	22 00
Camden East	717 00
Do. for Separate School	\$44 00
Danbigh and Abinger	21 00
Ernestown	508 00
Kaladar	129 00
Sheffield	314 00
Do. for Separate School	37 00
Total for County, \$2004.	\$81 00 \$1923 00

## 13. COUNTY OF LENNOX.

Adolphustown	\$96 00
Fredericksburgh North	240 00
Do. South	156 00
Richmond	414 00
Total for County, \$915 00	

## 14. COUNTY OF PRINCE EDWARD.

Ameliasburgh	\$416 00
Athol	218 00
Hallowell	435 00
Hillier	381 00
Marysburgh	468 00
Sophiasburgh	543 00
Total for County, \$2314 00	

## 15. COUNTY OF HASTINGS.

Townships.	Apportionment.
Elzevir	\$157 00
Hungerford	507 00
Do. for Separate School	\$15 00
Huntingdon	350 00
Madoc	430 00
Marmora and Lake	179 00
Rawdon	430 00
Sidney	609 00
Tudor	181 00
Taurion	559 00
Do. for Separate School	28 00
Tyendinaga	878 00
Hastings Road	51 00
Total for County, \$4512.	\$43 00 \$4555 00

## 16. COUNTY OF NORTHUMBERLAND.

Alnwick	\$198 00
Brighton	445 00
Cramahe	460 00
Haldimand	739 00
Hamilton	757 00
Monaghan South	148 00
Murray	433 00
Percy	403 00
Do. for Separate School	\$18 00
Seymour	461 00
Total for County, \$4080.	\$18 00 \$4098 00

## 17. COUNTY OF DURHAM.

Cartwright	\$387 00
Cavan	558 00
Clarke	789 00
Darlington	889 00
Hope	795 00
Manvers	504 00
Total for County, \$3742 00	

## 18. COUNTY OF PETERBOROUGH.

Asphodel	\$349 00
Belmont and Methuen	32 00
Douro	302 00
Dummer	252 00
Ennismore	103 00
Galway	51 00
Harvey	43 00
Minden, Stanhope and Dysart	32 00
Monaghan North	133 00
Otonabee	456 00
Do. for Separate School	\$39 00
Smith	455 00
Snowden	22 00
Total for County, \$2339.	\$39 00 \$2378 00

## 19. COUNTY OF VICTORIA.

Anson	\$13 00
Bexley	27 00
Carden	78 00
Dalton	7 00
Digby	10 00
Eldon	300 00
Emily	470 00
Peneloa	254 00
Hindon	1 00
Laxton	46 00
Luteworth	58 00
Macaulay and Draper	2 00
Mariposa	660 00
Ops	344 00
Somerville	73 00
Verulam	185 00
Total for County, \$2527 00	

## 20. COUNTY OF ONTARIO.

Brock	\$555 00
Mara	235 00
Pickering	960 00
Rams	44 00
Reach	745 00
Scott	280 00
Seagov Island	93 00
Thorah	195 00
Uxbridge	471 00
Whitby East	439 00
Do. West	425 00
Total for County, \$4422 00	

## 21. COUNTY OF YORK.

Etobicoke	\$407 00
Do. for Separate School	\$13 00
Georgina	179 00
Gwillimbury East	463 00
Do. North	221 00
King	967 00
Markham	1038 00
Scarborough	563 00
Vaughan	954 00
Whitechurch	469 00
York	1127 00
Do. for Separate Schools	113 00
Total for County, \$6554.	\$126 00 \$6680 00

## 22. COUNTY OF PEELE.

Townships.	Apportionment.
Albion	\$609 00
Caledon	550 00
Chinguacousy	327 00
Gore of Toronto	185 00
Do. for Separate School	\$22 00
Toronto	741 00
Total for County, \$2364.	\$22 00 \$2386 00

## 23. COUNTY OF SIMCOE.

Adjala	\$329 00
Essex	348 00
Flos	114 00
Gwillimbury West	430 00
Innisfil	548 00
Medonte	196 00
Mono	434 00
Morrison and Muskoka	35 00
Malheur	317 00
Nottawasaga	466 00
Orillia and Matchedash	147 00
Do. for Separate School	\$ 20
Oro	364 00
Sunnidale	118 00
Tay and Tiny	227 00
Tecumseth	545 00
Toscorontio	128 00
Vespra	117 00
Do. for Separate School	\$14 00
Total for County, \$4797.	\$34 00 \$4763 00

## 24. COUNTY OF HALTON.

Bequeuing	\$368 00
Nassagawaya	336 00
Nelson	547 00
Trafalgar	701 00
Total for County, \$2452 00	

## 25. COUNTY OF WENTWORTH.

Ancaster	\$605 00
Barton	337 00
Beverly	760 00
Binbrooke	252 00
Flamborough East	458 00
Do. for Separate School	\$52 00
Flamborough West	457 00
Glanford	263 00
Saltheet	328 00
Total for County, \$3473.	\$33 00 \$3440 00

## 26. COUNTY OF BRANT.

Brantford	\$823 00
Burford	671 00
Dumfries South	468 00
Oakland	130 00
Onondaga	246 00
Tuscarora	132 00
Total for County, \$2470 00	

## 27. COUNTY OF LINCOLN.

Caister	\$240 00
Clinton	350 00
Gainsborough	355 00
Grantham	285 00
Do. for Separate School	\$46 00
Grimby	300 00
Louth	343 00
Niagara	223 00
Total for County, \$2140.	\$46 00 \$2186 00

## 28. COUNTY OF WELLAND.

Bertie	\$320 00
Crowland	174 00
Humberstone	364 00
Palham	317 00
Stamford	358 00
Do. for Separate School	\$89 00
Thorold	340 00
Wainfleet	277 00
Willoughby	184 00
Total for County, \$2340.	\$29 00 \$2369 00

## 29. COUNTY OF HALDIMAND.

Canborough	\$150 00
Cayuga North	258 00
do South	112 00
Dunn	114 00
Moulton and Sherbrooke	314 00
Oneida	331 00
Do. for Separate School	\$34 00
Rainham	253 00
Seneca	405 00
Walpole	581 00
Total for County, \$2453.	\$34 00 \$2487 00

## [30. COUNTY OF NORFOLK.

Townships.	Apportionment.	
Charlotteville .....	\$417 00	
Houghton .....	235 00	
Middleton .....	348 00	
Townsend .....	689 00	
Walsingham .....	583 00	
Windham .....	474 00	
Do. for Separate School .....	\$17 00	
Woodhouse .....	444 00	
<b>Total for County, \$3206.</b>	<b>\$17 00</b>	<b>\$3189 00</b>

## 31. COUNTY OF OXFORD.

Blandford .....	\$239 00
Blenheim .....	836 00
Dereham .....	457 00
Nisour East .....	418 00
Norwich North .....	412 00
Do. South .....	351 00
Oxford North .....	219 00
Do. East .....	337 00
Do. West .....	326 00
Zorra East .....	540 00
Do. West .....	442 00
<b>Total for County, \$4790 00.</b>	

## 32. COUNTY OF WATERLOO.

Dumfries North .....	\$499 00	
Waterloo North .....	476 00	
Do. South .....	479 00	
Welleney .....	630 00	
Do. for Separate Schools .....	\$76 00	
Wilmot .....	683 00	
Do. for Separate Schools .....	57 00	
Woolwich .....	630 00	
<b>Total for County, \$3530.</b>	<b>\$183 00</b>	<b>\$3397 00</b>

## 33. COUNTY OF WELLINGTON.

Amaranth .....	\$143 00	
Arthur .....	306 00	
Do. for Separate Schools .....	\$125 00	
Bramosa .....	472 00	
Brin .....	503 00	
Garafra .....	467 00	
Guelph .....	370 00	
Luther .....	82 00	
Maryborough .....	376 00	
Minto .....	230 00	
Nichol .....	263 00	
Do. for Separate School .....	23 00	
Peel .....	600 00	
Pikington .....	245 00	
Do. for Separate Schools .....	42 00	
Paslinch .....	564 00	
<b>Total for County, \$4932.</b>	<b>\$189 00</b>	<b>\$4743 00</b>

## 34. COUNTY OF GREY.

Artemesia .....		\$309 00
Bentlnck .....		399 00
Collingwood .....		179 00
Derby .....		149 00
Egremont .....		393 00
Euphrasia .....		176 00
Glenside .....		333 00
Do. for Separate Schools .....	39 00	
Holland .....		246 00
Do. for Separate School .....	32 00	
Keppel, Sarawak and Brooke .....		71 00
Melancthon .....		163 00
Normanby .....		413 00
Do. for Separate Schools .....	63 00	
Osprey .....		264 00
Proton .....		145 00
St. Vincent .....		359 00
Sullivan .....		185 00
Do. for Separate School .....	23 00	
Sydenham .....		340 00
Do. for Separate School .....	23 00	
Total for County, \$4269.	\$178 00	\$4061 00

## 35. COUNTY OF PERTH.

Blanchard .....	\$453 00	
Downie .....	433 00	
Easthope North .....	575 00	
Do. South .....	275 00	
Ellice .....	275 00	
Do for Separate School .....	\$38 00	
Elma .....	287 00	
Fullerton .....	345 00	
Hibbert .....	341 00	
Logan .....	271 00	
Mornington .....	364 00	
Wallace .....	283 00	
Total for County, \$3748.	\$38 00	\$3710 00

## 36. COUNTY OF HURON.

Ashfield .....	\$314 00
Colborne .....	264 00
Goderich .....	429 00
Grey .....	296 00
Hay .....	366 00
Howick .....	270 00
Hullett .....	291 00
Do. for Separate School .....	\$33 00
McKillop .....	291 00

## COUNTY OF HURON—Continued.

Townships.	Apportionment.	
Morris .....	\$79 00	
Stanley and Bayfield .....	410 00	
Stephen .....	333 00	
Do. for Separate Schools .....	16 00	
Tuckersmith .....	387 00	
Turnberry .....	151 00	
Wawanosh .....	378 00	
Usborne .....	386 00	
<b>Total for County, \$4843.</b>	<b>\$40 00</b>	<b>\$4794 00</b>

## 37. COUNTY OF BRUCE.

Albemarle.....		\$6 00
Amabel.....		21 00
Arran.....		306 00
Brant.....		375 00
Bruce.....		270 00
Carrick.....		379 00
Culross.....		349 00
Do. Separate School.....	\$22 00	
Elderslie.....		212 00
Greenock.....		183 00
Do. Separate School.....	38 00	
Huron.....		321 00
Kincardine.....		348 00
Kinloss.....		221 00
Saugeen.....		152 00
Total for County, \$3103.....	\$60 00	\$3043 00

## 38. COUNTY OF MIDDLESEX.

Adelphi .....	\$301 00	
Biddulph .....	351 00	
Do. for Separate School .....	\$37 00	
Carradoc .....	453 00	
Delaware .....	215 00	
Dorchester, North .....	483 00	
Ekfrid .....	308 00	
Lobo .....	436 00	
London .....	1159 00	
McGillivray .....	470 00	
Metcalf .....	260 00	
Moss .....	343 00	
Nisour, West .....	377 00	
Westminster .....	747 00	
Do. Separate School .....	6 00	
Williams, East .....	297 00	
Do. West .....	232 00	
Do. Separate School .....	34 00	
Total for County, \$6488.	\$97 00	\$6301 00

## 39. COUNTY OF ELGIN.

Aldborough .....	\$379 00
Bayham .....	616 00
Dorchester, South .....	264 00
Danwich .....	346 00
Malahide .....	638 00
Southwell .....	666 00
Yarmouth .....	738 00
<b>Total for County, \$3538 00.</b>	

## 40. COUNTY OF KENT.

Camden and Gore .....	\$329 00
Chatham and Gore .....	430 00
Dover, East and West .....	818 00
Harwich .....	535 00
Do. for Separate School .....	\$11 00
Howard .....	408 00
Do. for Separate School .....	9 00
Orford .....	306 00
Raleigh .....	360 00
Do. for Separate School .....	90 00
Romney .....	56 00
Tilbury, East .....	153 00
Zone .....	139 00
Total for County, \$3293.	\$110 00
	\$3093 00

## 41. COUNTY OF LAMBTON.

Bosauquet .....	\$371 00
Brooke .....	192 00
Dawn .....	87 00
Emmiskillen .....	123 00
Euphemis .....	233 00
Moore .....	344 00
Plympton .....	394 00
Sarnia .....	187 00
Sombra .....	217 00
Warwick .....	406 00
<b>Total for County, \$2579 00.</b>	

## 42. COUNTY OF ESSEX.

AND COUNTY OF ESSEX.		
Anderdon .....	Do. for Separate School .....	\$159 00
Colchester .....		516 00
Gosfield .....		223 00
Malden .....	Do. for Separate School .....	109 00
Malden .....		29 00
Mersea .....		187 00
Rochester .....		367 00
Sandwich East .....		161 00
Sandwich West .....		378 00
Tilbury, West .....		217 00
		142 00

## Apportionment to Cities, Towns, and Villages, for 1864.

Cities—	Common Schools.	R. C. Sep. Schools.	Total.
Toronto .....	\$3540 00	\$1837 00	\$5377 00
Hamilton .....	1874 00	417 00	2291 00
Kinross .....	1191 00	458 00	1649 00
London .....	1212 00	173 00	1385 00
Ottawa .....	802 00	958 00	1760 00
<b>Total</b>	<b>\$8619 00</b>	<b>\$3843 00</b>	<b>\$12462 00</b>

## Towns—

Amherstburgh .....	\$168 00	\$108 00	\$276 00
Barrie .....	151 00	104 00	255 00
Belleville .....	564 00	189 00	753 00
Berlin .....	211 00	23 00	234 00
Bowmanville .....	323 00	...	323 00
Brantford .....	363 00	95 00	458 00
Brookville .....	362 00	131 00	493 00
Chatham .....	468 00	65 00	533 00
Clifton .....	93 00	62 00	155 00
Cobourg .....	473 00	124 00	597 00
Collingwood .....	166 00	...	166 00
Cornwall .....	239 00	...	239 00
Dundas .....	214 00	128 00	342 00
Galt .....	363 00	...	363 00
Goderich .....	387 00	...	387 00
Guelph .....	434 00	175 00	609 00
Ingersoll .....	233 00	71 00	304 00
Lindsay .....	122 00	106 00	228 00
Milton .....	108 00	...	108 00
Niagara .....	184 00	64 00	248 00
Oakville .....	125 00	49 00	174 00
Owen Sound .....	265 00	...	265 00
Paris .....	228 00	56 00	284 00
Perth .....	226 00	69 00	295 00
Peterborough .....	364 00	113 00	477 00
Pictou .....	181 00	67 00	248 00
Port Hope .....	499 00	...	499 00
Prescott .....	156 00	154 00	310 00
Sandwich .....	118 00	...	118 00
Sarnia .....	250 00	...	250 00
St. Catharines .....	504 00	280 00	784 00
St. Mary's Blanche .....	333 00	...	333 00
St. Thomas .....	195 00	...	195 00
Simcoe .....	222 00	...	222 00
Stratford .....	337 00	...	337 00
Whitby .....	290 00	33 00	323 00
Windsor .....	300 00	...	300 00
Woodstock .....	400 00	...	400 00
<b>Total</b>	<b>19918 00</b>	<b>2236 00</b>	<b>\$12154 00</b>

## Incorporated Villages—

Arnprior .....	\$100 00	...	\$100 00
Ashburnham .....	119 00	...	119 00
Aurora .....	144 00	...	144 00
Bath .....	90 00	...	90 00
Bradford .....	115 00	...	115 00
Brampton .....	195 00	...	195 00
Brighton .....	141 00	...	141 00
Caledonia .....	138 00	...	138 00
Cayuga .....	90 00	...	90 00
Chippewa .....	131 00	...	131 00
Clifton .....	120 00	...	120 00
Colborne .....	96 00	...	96 00
Dunnville .....	152 00	...	152 00
Elora .....	125 00	...	125 00
Embro .....	66 00	...	66 00
Fergus .....	115 00	19 00	134 00
Fort Erie .....	69 00	15 00	84 00
Gananoque .....	181 00	...	181 00
Hawkesbury .....	151 00	...	151 00
Hespeler .....	72 00	...	72 00
Holland Landing .....	88 00	...	88 00
Iroquois .....	74 00	...	74 00
Kemptville .....	128 00	...	128 00
Kincardine .....	117 00	...	117 00
Lanark .....	78 00	...	78 00
Merrickville .....	83 00	25 00	108 00
Mitchell .....	145 00	...	145 00
Morrisburg .....	102 00	...	102 00
Napanee .....	183 00	29 00	212 00
Newburgh .....	140 00	...	140 00
Newcastle .....	123 00	...	123 00
New Hamburg .....	104 00	...	104 00
Newmarket .....	129 00	39 00	168 00
Orangeville .....	96 00	...	96 00
Oshawa .....	191 00	50 00	241 00
Pembroke .....	76 00	...	76 00
Portsmouth .....	60 00	47 00	107 00
Port Dalhousie .....	159 00	...	159 00
Preston .....	188 00	26 00	214 00
Renfrew .....	84 00	...	84 00
Richmond .....	61 00	...	61 00
Smith's Falls .....	136 00	...	136 00
Southampton .....	73 00	...	73 00
Stirling .....	90 00	...	90 00
Strathroy .....	90 00	...	90 00
Stratford .....	188 00	...	188 00
Thorold .....	135 00	58 00	193 00
Trenton .....	121 00	46 00	167 00
Vienna .....	109 00	...	109 00
Windsor .....	153 00	...	153 00
Wellington .....	78 00	19 00	97 00
Wendland .....	87 00	...	87 00
Yorkville .....	186 00	...	186 00
<b>Total</b>	<b>\$6177 00</b>	<b>\$373 00</b>	<b>\$6550 00</b>



## Summary of apportionment to counties for 1864.

	Common Schools.	Separate Schools.	Total.
1. Glengarry .....	2880 00	160 00	3040 00
2. Stormont .....	1948 00	.....	1948 00
3. Dundas .....	2074 00	.....	2074 00
4. Prescott .....	1527 00	179 00	1706 00
5. Russell .....	817 00	.....	817 00
6. Carleton .....	2423 00	26 00	2449 00
7. Grenville .....	2297 00	53 00	2350 00
8. Leeds .....	3005 00	.....	3005 00
9. Lanark .....	3363 00	15 00	3378 00
10. Renfrew .....	2129 00	39 00	2168 00
11. Frontenac .....	2558 00	147 00	2705 00
12. Addington .....	1923 00	81 00	2004 00
13. Lennox .....	915 00	.....	915 00
14. Prince Edward .....	2156 00	.....	2156 00
15. Hastings .....	4289 00	43 00	4332 00
16. Northumberland .....	4013 00	18 00	4031 00
17. Durham .....	3748 00	.....	3748 00
18. Peterborough .....	2200 00	39 00	2239 00

## SUMMARY—Continued.

	Common Schools.	Separate Schools.	Total.
19. Victoria .....	2587 00	.....	2587 00
20. Ontario .....	4423 00	.....	4423 00
21. York .....	6450 00	125 00	6575 00
22. Peel .....	2913 00	23 00	2936 00
23. Simcoe .....	4763 00	34 00	4797 00
24. Halton .....	2453 00	.....	2453 00
25. Wentworth .....	3440 00	33 00	3473 00
26. Brant .....	2470 00	.....	2470 00
27. Lincoln .....	2094 00	46 00	2140 00
28. Welland .....	2311 00	29 00	2340 00
29. Haldimand .....	2418 00	34 00	2452 00
30. Norfolk .....	3189 00	17 00	3206 00
31. Oxford .....	4760 00	.....	4760 00
32. Waterloo .....	3397 00	133 00	3530 00
33. Wellington .....	4745 00	189 00	4934 00
34. Grey .....	4061 00	178 00	4239 00
35. Perth .....	3710 00	38 00	3748 00
36. Huron .....	4794 00	49 00	4843 00
37. Bruce .....	3043 00	60 00	3103 00

## SUMMARY—Continued.

	Common Schools.	Separate Schools.	Total.
38. Middlesex .....	6391 00	97 00	6488 00
39. Elgin .....	3538 00	.....	3538 00
40. Kent .....	3093 00	110 00	3203 00
41. Lambton .....	2679 00	.....	2679 00
42. Essex .....	2245 00	50 00	2315 00
District of Algoma .....	218 00	.....	218 00
	131717 00	2044 00	133761 00

## GRAND TOTALS.

Total Counties and Districts ..	131717 00	2044 00	133761 00
" Cities .....	8619 00	3843 00	12462 00
" Towns .....	10918 00	2238 00	13156 00
" Villages .....	6177 00	373 00	6550 00
	\$137431 00	8496 00	145927 00

## II. Correspondence of the Journal.

## 1. PHYSICAL CULTURE IN CONNECTION WITH MENTAL CONSIDERED.

*An Essay read before the School of Section No. 5, Township of Hope, at a Public Examination, on the 29th of March, 1864, by Mr. W. H. Harris, School Trustee.*

The foundation of perfection in man is a sound physical organization. It is the base from which all thoughts and actions must rise. Is it not important in the rearing of any structure in which great interests are involved to have a firm foundation? If an architect should endeavour to rear a costly structure upon a foundation that would not last until the work was completed, or if, after having completed it, it was found to be untenable, would he not justly be called a fool? If a vessel were to be built to carry the most costly gems or the most valuable productions of the earth, would it not be important to have it so constructed and secured in every joint that it would brave the stormy seas, and land its costly treasures at their proper destination? Would it not be important to have machinery of the best metal, and skilful pilots to guide her on her way. Or rather, should no attention be paid to the vessel, leaving that to luck or chance,—taking pains only to secure a valuable cargo, and as much as possible of it? And if, under such circumstances, a vessel were to be put out to sea without compass or chart, and with an engineer who knew nothing about the machinery or how to work it, would it be wondered at if she drifted to the rocks and was dashed to pieces? How many youths are being lost by not being instructed properly. Treasures have been lavished upon them; they may have studied almost unceasingly to learn everything else but that,—that which was most useful for them to know. A cargo of expensive knowledge has been heaped upon them, while their physical condition and culture has been entirely neglected. And what is the consequence? Their heads are large and their bodies small; they have will but no power. They certainly drift to the rock. A knowledge of the laws that govern human life and of proper physiological conditions, would prevent such calamities. If physical culture was taught in our schools as the motive power of all actions; if physical perfection was regarded as the condition only in which man is capable of the highest enjoyment, and of contributing the greatest amount of labour for the good of his race. Then the relations between mind and matter would be more properly understood. The question simply implies a knowledge and an application of physiological laws. Man is made of organs, and upon the strength of these organs depend his vitality and powers of endurance. His organic system is subservient to natural laws, and any infraction of those laws is sooner or later visited with a penalty, because Nature is a strict accountant and cannot be cheated. How preposterous the idea that Nature ordains a penalty, and that penalty can be ignored by taking poisonous drugs into the stomach. Therapeutics is seriously misunderstood by such a science of medication as that. To know the law and obey it is to live, and, *vice versa*, to violate it is to suffer. Suppose a delicate child, whose amount of vitality under the most favourable circumstances will not permit it to live beyond the age of twenty years (in consequence of the transgressions of his parents), should be put to hard study, and should be deprived of pure air and exercise, what would the result be? Why, immediate suffering and dissolution. It would be the penalty of transgressing natural laws. Other things being equal, a fair proportion of study would not be destructive to vitality; but an excess of it to an enfeebled constitution would be death, because excessive labour of the brain uses up nervous energy very fast, and if the re-supply does not keep pace, the consequence is exhaustion. The records of the great men who

have passed away from earth show that they were possessed of strong bodies. Witness Washington, Webster, Wellington, Alexander the Great, &c. Buonaparte, though a small man, was plump, round, and well organized. Such evidences teach us to cultivate bodily development, and correct personal habits, if we desire health. If we desire to be useful, we should indulge in nothing contrary to the eternal laws of nature. Correct personal habits will secure, where it is possible to exist, longevity and full enjoyment. How absurd to suppose that the teacher of any public school is setting a proper example by using that noxious and filthy weed, tobacco. He may make himself drunk with it; he may poison himself through and through; he may befoul the atmosphere of the school room with his nauseous juice and breath, and sicken the tender stomachs of the young, and still be called a model teacher and be thought a pattern worthy of imitation by young America. Alas, poor sons of America, you little know how many have been slain by this subtle poison! If you but knew how it dims and degrades the mind, depraves offspring, obstructs the depurating organs of the body, thereby sowing the seeds of disease and premature decay, and often times sudden death. If you could but count the graves of its victims, you would turn with horror and alarm from it. Though prince and peasant may indulge in it, the consequences are the same; and now very few there are that even suspect, when they are in the midst of disease and death, that personal habits have anything to do with, or any connection with such.

Why are not the young ladies of our towns and cities generally, plump, rosy-cheeked and muscular? Perhaps they never lift anything heavier than a pin-cushion, and to be exposed to the burning rays of the sun would be intolerable and barbarous. Poor bloodless, muscleless, pale, wasp-waisted, fashionable darlings, you are to be the mothers of our future great men (pity on them). The women of Germany work extensively out of doors, plough the ground with their cows; in fact, do the men's work, and who ever heard of their being delicate? Dr. Winship, from a poor consumptive dyspeptic, at the age of eighteen, has by powerful exercises of short duration, every other day, become the strongest man in the world. He can lift 1,200 lbs., enough to crush down a horse. In point of intelligence, he will compare favourably with others of his profession; therefore he is not all muscle and no brains, but the perfect type of a man, one whose physical cultivation has been attended to. Suppose that we were rearing the plant of a tree that bears delicious fruit. We are anxious to have the coveted fruit as soon as possible; and suppose that we pay no attention to the growth of the tree, but strive only to make it bear, what would the consequence be? Probably an unhealthy and dwarfish tree, and incapable of producing any fruit. But to train it, and nurture it, prune it, and make it comely, give it light, heat, sunshine and storm—in that attend to its physiological wants, then we might have reason to expect a bountiful reward. A knowledge of what a tree requires enables its possessor to make it perfect. A knowledge of the human organism and its requisites would enable us to make life what our Creator designed it should be—an honour and glory unto Himself. Man is only capable of the highest and the greatest amount of good when he is in the most perfect state of health. Therefore, body and mind should be so blended together that they would form the happy, wise, virtuous, and noble being that man ought to be. Through what medium, then, is this most desirable end to be attained? Observation and experience point us to the school-master. Is it not they, who have raised us from the dark depths of ignorance, tyranny, and persecution of former ages above the level of all civilized nations? Is it not to them we owe our rank as the first great power of this earth? Is it not to them that we must look for the further advancement and perfection of our race? They must become awake to the cause of causes. They must have

an eye to the foundations that they would build upon. They should be qualified to teach that the science of all sciences is the science of human life. That, in connection with the branches now taught, would entitle them to the gratitude of all mankind, and they might then, in the fullest sense of the word, be called the greatest benefactors of their race.

## 2. EDUCATION A PROGRESSIVE WORK.

Everything in nature comes forth frail and weak, it goes onward gaining strength at every step until it arrives at completeness, when it gradually, but with quick steps, fades and dies. Although this is true of all natural substances, it is not so with regard to the mind of man; we frequently speak of second childhood, our great dramatist says that the last age of man is imbecility, but he pictures what is rather than what may be; the mind may still go on with vigor, until, the body, becoming too frail any longer to buffet with the cares and roughness of the world, returns to its kindred dust when the mind soars away to the spirit land, to contemplate in reality the mighty scenes and subjects it had conceived a faint idea of here.

The mind then is the only thing which progresses without stop until it arrive at perfection in the presence of Him who breathed into man the breath of life, so that he became a living soul. If such is the case, then must education, which is the training of the mind throughout the whole course of our life, be a peculiarly progressive work. It is a too common error that education is commenced and finished at school, it commences in the cradle and is not completed this side of the grave.

All who are engaged in the training of the young, whether it be in the mother's arms, in the family cradle, or in the public school room, should bear this fact in memory, should make all their training subservient thereto. If mothers would implant in the breasts of their children, love for God, veneration for the aged, obedience and truthfulness; if fathers would inculcate energy, perseverance, industry, and love of order, their progress would be sure until they entered school ready to receive instruction at the hands of their teacher, who, if he would rear the tender mind, must be fully alive to the fact that he is but training that which already exists, that he has a living mind not only to instruct but to educate; he should therefore commence from the first lesson and carefully exercise the perceptive faculties, preparatory to appealing to the reason. The minds of young children rapidly take in anything they see, that which appeals to the sense is eagerly snapped up, and may be made quite comprehensible to them; to this end short, simple object lessons should be given, which may be rendered somewhat more difficult, may be made to call for more thought as they advance, but the perceptive faculties must be fully exercised ere the reflective or reasoning powers are called out to any extent. If the teacher would make the education of his scholar what it really is, a progressive work, he must ever be careful to make one study but a stepping-stone to another, to so exercise the mind that it shall be continually gaining strength, and thus able to engage in fresh studies which call for more thought and more active reasoning. He should lead his scholar on by easy gradations that they feel they are gradually progressing, and without any extraordinary effort are surely advancing with certain steps to the temple of knowledge, the road to which will thus appear to them to be far less rough and laborous, far more pleasant than it is generally said to be.

To what extent the mind may be educated it is impossible to say, but certain it is, that it may be permanently and seriously injured by injudicious teachings by attempting to force upon it that which it is not prepared to receive, as the ground must be ploughed and cultivated in order that it shall be fit to receive seed, so must the mind be carefully prepared for any study before it can be successfully engaged in. Perhaps one of the greatest errors in teaching is to push the scholar forward into studies they are unprepared for, unable to understand, and which consequently become a mere drudgery hateful to the learner, tedious and uninteresting to the teacher; but if the mind be carefully trained and judiciously educated nothing will give greater pleasure to the teacher than to watch the steady progress made by his scholars.

But it is not only in the school room, not only by the teacher (although he must lay the foundation, must strenuously and vigorously impress the fact upon the minds of the scholars) that the progressive nature of education must be borne in mind and acted upon. It is greatly to be deplored that many, very many, leave school thinking their education is completed, that they no longer need text books, no longer have any necessity for pursuing their studies; so far from such being the case their study at school is but the foundation upon which they, while engaged in the active duties of life, must erect the superstructure, the teacher's work is generally the preparing of the ground, making it ready to receive the seed, the fruit of which will be reaped in the future, but though

the ground may have been ever so carefully and thoroughly prepared it requires constant care and attention, together with judicious strengthening, that the fruit may be of such a nature as will enable us to fulfil the duties that have been assigned us by the great Creator. It is the duty of all to lose no opportunity of improving the mind, of adding to its strength and store of knowledge; if all whether in the school room, in the office, store, or on the farm, would recognize the truly progressive nature of education, would recognize and act upon the fact that the mind is capable of increasing in power, of acquiring fresh additions to its stores of learning so long as it animates the body, then would man be more prosperous and happy, then would man more fully show forth the glory of Him in whose image he is made, for education is the handmaid of true religion, and it enables us more fully and truly to comprehend the might, majesty and power, the love, mercy and justice of the Almighty, for it opens to us boundless regions of thought in which the mind may contemplate, though faintly and indistinctly, that mighty power which could create universe upon universe, and that boundless love which prompted Him to give His only begotten Son that man, sinful man, might not receive the eternal punishment he so justly merited.

L. E., Requeasing, O.W.\*

## III. Papers on Education in other Countries.

### THE EDUCATIONAL SYSTEM IN GERMANY, AND ITS ADVANTAGES.

BY CAPTAIN MOSCAWEN IBBOTSON, F.R.S.

(Concluded.)

The progressive classes of schools in Germany are as follows: 1st. *Krippe* or *Klein kinder anstalten* institutions for the reception of infants.

2d. "*Elementary Schools*," from which they branch out to either the

- (A) *Gymnasium*, or Latin school, and from thence to the university for the learned professions;
- (B) Or to the *High School*, and from that to either of the following classes or schools:
  - (a) *Fach Schule*, or an industrial or mechanical and physical school for artisans, &c.;
  - (b) Or to the *normal* or *teachers' schools*;
  - (c) Or to the *Polytechnische Schule*, which is in fact in some places, as, for example, in Berlin, called a *Gewerbe*, or industrial school; but this term *gewerbe* varies, as the *Gewerbe School* of Carlsruhe is in fact a journeyman and apprentice school (*Fortbildungs Anstalt*.)

The general opinion in Germany is, that the infant's education is one of the principal points to be seen after; therefore the infant-schools are particularly attended to. Their regulations are various; some are free, and supported by voluntary contributions; to others the parents pay a small sum for their maintenance, according to their means. In some places, as at Dresden, babies are admitted of a few months old; in others they are admitted from three years of age to six. This appears to be the general system. In some towns, as in Munich, for example, they are not allowed to have any instruction, the supposition being that early instruction weakens the intellect. In other towns—as, for example, Augsburg—I have seen a child six years of age make a very tolerable pencil-drawing, and also show a proficiency in reading and spelling. Their childish amusements are always instructive, accompanied with cheerful singing, with which they take great pains. Every thing is done to please them. The system throughout seems to be to make school a pleasure to them from their earliest infancy, and to make it a grief to them to leave it.

Prof. W. Eisenlohr, who was the first to introduce *Gewerbe* or industrial schools into Mannheim, told me that at first he had some difficulty to get the children to attend; but after two or three years, by giving prizes and ensuring them employment if deserving, the pupils became so numerous, that the state was obliged to buy the schools, and establish them on a large scale.

In some places they have "*Fortbildungs Anstalten*," or schools always warm in winter, for workmen, journeymen, and apprentices to enter when their leisure will allow them. The *Handwerk Schule* of Hanover is one of this sort.

In some parts of Germany, particularly in Bavaria, they have practical agricultural schools, forming a part of the polytechnic and industrial schools, and under government. The best is at Hohenheim, near Munich. It is in a royal castle, with plenty of land, and admirably conducted. One great advantage of these progres-

\* Another paper by "L. E." will be given in our next No.—Ed. J.E.

sive schools being linked together is, that the pupils of both agricultural and industrial pursuits get acquainted with each other at the high school, and thereby is avoided that jealous feeling which unhappily exists in general between the agriculturist and the mechanic.

There is a gymnastic ground attached to each school. Singing forms also a part of the national education, and particular attention is paid to free-hand, lineal, and geometric drawing.

In Germany the government always tries to keep up a spirit of emulation, by getting novelties in the ways of teaching into their schools, which prevents them from remaining the least in the background. For this purpose they have, in addition to their home inspectors of schools, a travelling inspector of schools, who visits all the educational establishments in foreign countries, and reports, not only on any new method of education, new school-books, &c., but also new methods of diagrams, explanatory mechanical apparatus, &c. The advantage of this plan is too self-evident to need any further explanation.

As a great part of the plan of education in Germany was derived from one source, I will briefly explain to you the rise and progress of one of their largest and oldest establishments, and show what the energy of one man can do when well applied. It is the Orphan School in Halle.

*The Orphan School in Halle.*—This institution was established by August Herman Franke, from 1694 to 1721, at which period it was the custom of the poorer classes to congregate near the houses of the rich to receive food, &c. Franke also, as clergyman of the town of Glaucha, gave his bread to them; but he took the opportunity, at the same time, to try to give them instruction. He allowed also the parents and the children to enter his house, and he asked questions of the children relating to their catechism, and allowed the parents to listen; kept them a quarter of an hour, and finished with a prayer, and then gave them food. This took place every Thursday. The ignorance he found was astounding, and he hardly knew in what manner he should begin to ameliorate it. He began by giving money to the children for their schooling; but that did not answer, as he found that the money was sometimes spent for other purposes, and if applied for schooling, that they still gained but little instruction. He then bought a begging-box, and put it in the hands of some well-thinking students, and that produced about 1s. 6d. per week. In the year 1695 he placed a similar box in his room, with an appropriate inscription under it. It had this good effect, that a Madame C. S. Knorin left about 13s. 6d. in the box. When Franke saw that sum, he said: "From this I will establish a poor-school." I will not follow up in detail all the progress he had made, step by step, in his laudable exertions, but will merely state that in twenty-seven years, viz. in 1721, he not only founded his poor school, but also founded the following institutions:

1. An Orphan Asylum, to which belonged 55 boys; in a Gymnasium, or Latin school, for professions, 45 ditto; in Gewerbe, an industrial school for artisans, 25 girls. With 17 teachers. This was a free school.
2. Seeing the necessity for a particular and separate education for teachers in schools, he established what is here called a normal or training school. Both their education and board was free. He had 75 scholars.
3. An extra free table or dinner, partly for very poor scholars, and partly for such as later in life might become teachers. He fed 64 persons daily.
4. Eight school-classes. The Latin school had, besides the 55 orphans before mentioned, 103 scholars. In the other German school, a boys' and girls' school, besides the 70 orphans, he had 418 scholars out of the town, and he had altogether, besides the inspectors, 67 teachers.
5. The Royal Pädagogium, for boys of the middle and higher classes. He had 70 scholars, 12 upper teachers, and 5 under ones.
6. A book and publishing trade, in which was employed one principal, one servant, and one apprentice.
7. A chemical laboratory, with a book-keeper, 4 laboratory assistants, 2 journeymen, and 2 apprentices.
8. A widow's asylum for 4 widows.
9. Also an asylum for the poor of his parish (Glaucha), and for travelling beggars.
10. The Gynæceum, or female seminary.

Herman Franke died in 1727, in his 65th year.

At the time of my visit to this institution, then under the direction of Dr. Kramer, there were 3140 students.

The renowned Rauhenhaus, or reformatory school, at Horn, near Hamburg, owned its existence to similar circumstances as the latter. It was established in 1832-1833.

It was first started by a society called the *Männliche Besuchs Verein*, a society still existing, whose object was to seek out persons and families in distress, and afford them relief. The idea struck

them of the necessity of a reformatory school for juvenile offenders; but as this society was composed of persons with very small pecuniary means, the difficulty was, to procure the necessary funds to establish it. Shortly after they had met together and started this subject among themselves, a person, almost a stranger, entered into the office of one of the associates of this society, and said he wished to place in his hands a sum of about 16*l*. (100 thalers) for charitable purposes, but that he was desirous that it should be employed in the forming of some religious institution for the benefit of mankind. The associate was astounded, as it seemed that a kind providence had sent this sum on purpose to forward their good work. They then thought of making their plan public, and for that purpose laid their scheme before a man well known for his zeal in all matters relating to the poor of Hamburg. He published the receipt of the above sum, and the name of the Rettungs Haus, or Reformatory School, was for the first time published.

A citizen of Hamburg died, and amongst many other legacies, left about 1060*l*. (17,500 marks) to forward this new institution. The society then thought of hiring a house to start their plan, and an article in a country journal (*Bergdorfer Boten*) gained many subscriptions: one lady sent about 6*l*. (100 marks); a servant-girl and a shoemaker's apprentice sent all their savings. Dr. Wiegern, the present director, of the establishment, called on the late Syndicus Lieveking to ask his advice on the subject, and he gave to the society an acre of land in Horn on which to form their school, and a house which from time immemorial had been called the "Rauhe Haus;" thus is derived the name of the institution. Dr. Wiegern and his mother entered upon the premises in 1833, and directly received their first three boys. At the end of the first year they had twenty boys. Their plan is to put no perceptible restraint upon the boys, and no locks and keys are allowed. Each twelve form what they call a family. Each began to learn a trade. They built their own houses, made their furniture, clothes, &c. The establishment so increased by good management that in 1853 they had 20 houses, 41 acres of land, 26 acres of which was their own freehold. Each family is governed by a so-called brother, representing the elder brother of a family. They are all young men of exemplary character, and all get good situations. Out of 158 that have been educated there, 113 have been well placed. Taking the average of 200 children, the boys take a little more than four years to reclaim them; the girls five years and a half. And the result of the amendment is as follows: 200 placed in situations—23, viz. 17 boys and 6 girls, irreclaimable; 22, viz. 11 boys and 11 girls, served badly; 10, viz. 9 boys and 1 girl, were tolerable; and 145, viz. 124 boys and 21 girls, turned out good. There are about 24 of these establishments in Germany.—*Nat. Soc. Monthly Paper*.

## 2. A RAGGED SCHOOL IN CAIRO.

"Teacher! Zanuba is beating me." "Teacher! Sittaty is pinching my arm." "Oh, teacher, Fatmeh pushed me down; pray beat her." "I cannot get an alphabet; they have taken mine away." "Hear my spelling, teacher; I can say it very nicely." "No don't hear her, teacher; hear me first." "Look at Adela, teacher; she is striking my sister: I will not have my sister struck." "She tore the book, and ought to be beaten." "Oh, teacher, do something to my finger; it is so bad! Then, when, one after another, all had been attended to, a fit of joy succeeded the fit of quarrelling, and two or three would fling down the cards and exclaim, "I am so glad you are come again! I love you much!" "Then show me your love by being good and quiet," was the reply. "I must have order." "Yes, yes; order, order!" echoes a lively officious little lass of ten or eleven, snatching up a ruler and laying about her vigorously, crying, "Order, order, you children! stand in order!" When the stick is taken from her, and the little ones she has tapped so violently as to make them cry are pacified, another trouble begins—the idle ones fancy they are hungry, and out of some pocket in their ragged garments come a green onion, a piece of sticky date-paste, a pickled turnip, or a bit of sugar-cane, which have to be confiscated till "recess," as are apples and lollipops in our English schools; and with some difficulty the disorderly crew are induced to wait till the muezzin has announced from the neighbouring mosque that it is the hour of noon.—*Miss Whately's "More about Ragged Life in Egypt."*

## IV. Papers on Practical Education.

### 1. SEVEN RULES FOR TEACHING.

1. Never attempt to teach what you do not perfectly understand.
2. Never tell a child what you can make that child tell you.
3. Never give a piece of information unless you call for it again.
4. Never use a hard word when an easy one will answer.

5. Never make a rule that you do not rigidly enforce.
6. Never give an unnecessary command.
7. Never permit a child to remain in the class without something to do.

Comment is unnecessary. These seven rules are the embodiment of the theory of teaching. Let them be graven upon the memory of every teacher.—*Educational Herald*.

## 2. THE SCHOOLMASTER'S ENCOURAGEMENTS.

But, after all, the highest source of encouragement to the Schoolmaster, under his arduous and responsible labours, is not of the earth, earthy. Your hindrances and difficulties lie upon the surface; but your chief encouragements lie remote from observation. They cannot be appreciated, and they cannot justly be appropriated, by the teacher who looks only to the present—who has no eye to the great future. It is a source of no little satisfaction to reflect that you are the pioneers of civilisation, that you are instrumental in improving the general tone of manners and feeling among the lower ranks of society; but the teacher who takes a right view of his work will look upon the children committed to his charge, not only as the future fathers and mothers of a new generation, but also as heirs of an immortal destiny, and his aim will be not simply to fit them to play their part well in this life present, but to instil into their minds, at an age when they are most susceptible of good impressions, those seeds of piety and religion which may bear fruit unto life eternal. And here, as in the matter of discipline, the Schoolmaster may, and ought, to act as a father towards his children. As the discipline of home is often wanting in judgment and discretion, often, alas, in love, so is the example in a religious point of view, in many cases, sadly defective, if not positively injurious. And if you are sometimes discouraged by the reflection that the good principles inculcated in the school are, in some cases, made of none effect by the evil example of home, or by the apathy and heedlessness of the children themselves, you may yet be hopeful that the seed cast upon the waters will be found after many days.

We, who visit the sick in their hour of felt spiritual need, can bear witness to the very great advantage it is to have had a foundation of sound religious instruction laid in early youth. The instruction conveyed may lie dormant for years, yet in many cases it will come back to the mind in a most wonderful manner, in all its freshness, with the superadded power of a new insight into its deep and heavenly meaning. The lessons of the school, which seem to have been wasted, like seed cast upon the stony ground, are stored up in the memory, and when the soil of the heart is softened by the trials and afflictions of maturer life, they take root and bring forth fruit. And in the hope of being instrumental in sowing this good seed in many youthful hearts, consists the highest and greatest encouragement of the diligent and conscientious Schoolmaster.

And here let me say, if you will pardon me for being somewhat didactic, and for trespassing, I fear, too far upon the time allotted for this meeting, that the effect of religious instruction upon the minds of the young must, humanly speaking, depend, not only upon the manner and spirit in which it is conveyed, but above all upon the personal character and example of the teacher. Children almost instinctively adopt the tone and sentiments of their elders, and especially must this be so in the case of their appointed instructors. And if it be said that, under the new system, the national Schoolmaster can hardly be expected to devote so much time as formerly to Bible instruction, inasmuch as it does not pay in examination, I would reply that the religious influence of which I am speaking does not depend upon mere knowledge of facts, nor can it properly be made the subject of examination. A knowledge of Bible facts, and, to a certain extent, of Gospel doctrines, is doubtless highly necessary; but the religious influence of a Master does not depend so much upon the amount of Biblical knowledge which he imparts, as upon the general tone of all his teaching. It is possible for a Schoolmaster, yes, it is his duty, to teach common things religiously, not, I mean, by interspersing the ordinary lessons of the school on all occasions with remarks of a religious kind, but by making children perceive, in a way to be felt rather than defined, that religion is the one thing needful, by that subtle and yet well understood influence which springs spontaneously from a mind that is really embued with the love of God, and is under the influence of His Holy Spirit. If we aim at too much in the religious training of children, we overshoot the mark, and run the risk of giving them a distaste for religion. They should be led to feel that it is incompatible neither with cheerfulness nor with manliness, and that godliness has the promise of the life that now is, as well as of that which is to come. Let the teacher seek to train his pupils in habits of obedience, reverence, and truthfulness; let him seek to convince them that these things are noble and lovely in themselves,

as well as of good report; let him conduct the ordinary work of the school on the principles which I have endeavoured to point out, and he will find his greatest encouragements in the testimony of a good conscience, and in the sure and certain hope that "his labour will not be in vain in the Lord."—*Rev. G. Jennings*.

## 3. ENCOURAGEMENT TO YOUNG TEACHERS.

Should any of you be called to the important trust of imparting instruction to small children, do not, I beseech you, look upon it with dread, as too many have; rather with delight, only fearing its immense responsibility. There is scope enough in the occupation to engage your richest talents, brightest fancy, keenest wits, and profoundest thoughts; especially should you answer all their questions, which you should always encourage them to ask, illustrative of the subject before them. It may require at times your most active ingenuity to occupy their thoughts and enkindle an enthusiasm; but when it is once enkindled, you will love nothing better than to watch the expanding germ, unfolding like the rose-bud. It will become a joy to you then to witness the simplicity manifested in their manner of receiving truth, and their artless way of imparting it. Besides there is a true grandeur in that mysterious growth and development of mind seen nowhere else so pure and plastic as with the simple-hearted child.—*Wisconsin Jour. E.*

## 4. EIGHT METHODS OF SPELLING.

There are various methods to be used in putting out words and in spelling them.

1. The teacher gives a word to each scholar in turn, to be spelled orally. This is a common method, and when well used is a good one.

2. The first word in the lesson is given out by the teacher; the pupil repeats the word, spells it, and then goes on to spell the rest of the words in the lesson, in their order, without any further help from the teacher. The omission or the misplacing of any word is considered a mistake. The next pupil spells all the words in the same way, and so on through the class. This, on the whole, is an admirable method for young children; it disciplines the memory, promotes carefulness and accuracy, and accomplishes a great deal of work in a given time.

3. This is a slight modification of the preceding method, especially useful in a review. One scholar spells the first word, the next the second, and so on.

4. A dictation exercise. The teacher dictates a short sentence; the pupil repeats it, and then pronounces and spells the more difficult words, one by one. In this way the words are presented in motion, as Trench would say, that is, in their connection, as they are used in writing and speaking; though many honest words might well feel ashamed at finding themselves in such uncouth sentences as they often do.

5. A modification of the fourth method. The pupil, as the teacher gives him permission, rises at his desk, or steps forward so as to face the class; then calling upon some one by name, he dictates a sentence; this is to be repeated, and the difficult words in it spelled as before. Children are very generally interested in this exercise, especially when they are directed to introduce into their sentences words pronounced alike, but with different spelling and meaning, as: "He pries into every corner in search of the prize."

6. Choose sides and then continue spelling, either until all the pupils are ranged on one side, or as long as the time will permit. This method of conducting a spelling exercise, when wisely used, is a very good one, and decidedly so when you wish to have your scholars interested in a long review. The laws which govern the course of proceedings, when sides are chosen, are too well and generally known to be repeated here.

Thus far we have used oral exercises; let them now be wholly or in part written.

7. The method of writing words in a blank book, or on slate or blackboard, as described in a previous article.

8. A different word is given to each child to write on the blackboard. When the teacher, having gone through the class once in this way, putting out words, comes round again to the head of the class, the first pupil spells aloud the word he has written; another is assigned him; the same with the next pupil, and so on. When the class is not very large, and the teacher and scholars are all prompt and wide awake, this is a very good method.—*R. I. Schoolmaster*.

"Books are a part of man's prerogative;  
In formal ink they thought and voices hold;  
That we to them our solitude may give,  
And make time present, travel that of old."—*Anon.*



## V. Papers on Literary Subjects.

### 1. THE IMPROVEMENT OF OPPORTUNITIES.

From "*Cartoniana*," a Series of Essays, by SIR E. BULWER LYTTON, BART.

Learn all you possibly can, and when you have learned that all, I repeat it, you will never converse with any man of sound brain who does not know something worth knowing, better than yourself.

Sir Walter Scott, in a letter to Joanna Baillie, says, "I never heard of a stranger that utterly baffled all efforts to engage him in conversation except one, whom an acquaintance of mine met in a stage-coach. My friend, who piqued himself on his talents for conversation, assailed this tortoise on all hands, but in vain; and at length descended to expostulation. 'I have talked to you, my friend, on all the ruling subjects,—literature, farming, merchandise, gaming, game-laws, horse races, suits at law, politics, and swindling, and blasphemy, and philosophy,—is there any one subject that you will favour me by opening upon?' The wight writhed his countenance into a grin: 'Sir,' said he, 'can you say anything clever about bend-leather?'"

"There," says Sir Walter Scott, "I own I should have been as much nonplused as my acquaintance."

I venture to doubt that modest assertion. Sir Walter would have perceived that he had not there to teach, but to learn; and I am quite certain that before the end of his journey, he would have extracted from the traveller all that the traveller could have told him about bend-leather. And, if Sir Walter Scott had learned all about bend-leather, what then? What then? It would have been sure to have come out in one of his books, suggested some felicity in humour, or sported into some playful novelty in character, which would have made the whole reading world merrier and wiser.

It is not knowledge that constitutes the difference between the man who adds to the rites and embellishments of life, and the man who leaves the world just as he found it. The difference between the two consists in the reproduction of knowledge,—in the degree to which the mind appropriates, tests, experimentalises on, all the waifs of ideas which are borne to it from the minds of others.

A certain nobleman, very proud of the extent and beauty of his pleasure-grounds, chancing one day to call on a small squire, whose garden might cover about half an acre, was greatly struck with the brilliant colours of his neighbour's flowers. "Ay," my lord, "the flowers are well enough," said the squire, "but permit me to show you my grapes." Conducted into an old-fashioned little greenhouse, which served as a vinery, my lord gazed with mortification and envy on grapes twice as fine as his own. "My dear friend," said my lord, "you have a jewel of a gardener, let me see him." The gardener was called—the single gardener—a simple looking young man, under thirty. "Accept my compliments on your flower-beds and your grapes," said my lord, "and tell me, if you can, why your flowers are so much brighter than mine, and your grapes so much finer? you must have studied horticulture profoundly." "Please your lordship," said the man, "I have not had the advantage of much education, I ben't no scholar; but as to the flowers and the vines, the secret as to treating them just came to me, you see, by chance."

"By chance? Explain."

"Well, my lord, three years ago, master sent me to Lunnon on business of his'n, and it came on to rain, and I took shelter in a mews, you see."

"Yes; you took shelter in a mews—what then?"

"And there were two gentlemen taking shelter too, and they were talking to each other about charcoal."

"About charcoal? Go on."

"And one said that it had done a deal o' good in many cases of sickness, and specially in the first stage of the cholera, and I took a note on my mind of that, because we'd had the cholera in our village the year afore. And I guessed the two gentlemen were doctors, and knew what they were talking about."

"I daresay they did; but flowers and vines do not have the cholera, do they?"

"No, my lord, but they have complaints of their own; and one of the gentlemen went on to say that charcoal had a special good effect upon all vegetable life, and told a story of a vinedresser, in Germany I think, who had made a very sickly poor vineyard one of the best in all those parts, simply by charcoal dressings. So I naturally pricked up my ears at that, for our vines were in so bad a way that master thought of doing away with them altogether. 'Ay,' said the other gentleman, 'and see how a little sprinkling of charcoal will brighten up a flower-bed.'"

"The rain was now over, and the gentlemen left the mews, and I thought,—Well, but before I try the charcoal on my plants, I'd

best make some enquiry of them as ar'n't doctors, but gardeners. So I went to our nurseryman, who has a deal of book-learning, and I asked him if he'd ever heard of charcoal dressing being good for vines, and he said he had read in a book that it was so, but had never tried it. He kindly lent me the book, which was translated from some forren one, and after I had picked out of it all I could, I tried the charcoal in the way the book told me to try it; and that's how the grapes and the flower-beds came to please you, my lord. It was a lucky chance that ever I heard those gentlemen talking in the mews, please your lordship."

"Chance happens to all," answered the peer sententially; "but to turn chance to good account, is the gift of few."

His lordship, returning home, gazed gloomily on the hues of his vast parterres; he visited his vineries, and scowled at the clusters; he summoned his head gardener, a gentleman of the highest repute for science, and who never spoke of a cowslip except by its name in Latin. To this learned personage my lord communicated what he had heard and seen of the benignant effects of charcoal, and produced in proof, a magnificent bunch of grapes, which he had brought from the squire's.

"My lord," said the gardener, scarcely glancing at the grapes, "Squire's gardener must be a poor ignorant creature to fancy he had discovered a secret in what is so very well-known to every professed horticulturist. Professor Liebig, my lord, has treated of the good effect of charcoal dressings to vines especially; and it is to be explained on these chemical principles." Therewith, the wise man entered into a profound dissertation, of which his lordship did not understand a word.

"Well then," said the peer, cutting short the harangue, "since you know so well that charcoal dressing is good for vines and flowers, have you ever tried it on mine?"

"I can't say I have my lord; it did not chance to come into my head."

"Nay," replied the peer, "chance put it into your head, but thought never took it out of your head."

My lord, who if he did not know much about horticulture, was a good judge of mankind, dismissed the man of learning, and with many apologies for seeking to rob his neighbour of such a treasure, asked the squire to transfer to his service the man of genius. The squire, who thought that now the charcoal had been once discovered, any new gardener could apply it as well as the old one, was too happy to oblige my lord, and advance the fortunes of an honest fellow, born in his village. His lordship knew very well that a man who makes good use of the ideas received through chance, will make a still better use of ideas received through study. He took some kind, but not altogether unselfish, pains with the training and education of the man of genius whom he had gained to his service. The man is now my lord's head forester and bailiff. The woods thrive under him; the farm pays largely. He and my lord are both the richer for the connection between them. He is not the less practically painstaking, though he no longer says "ben't," and "his'n;" nor the less felicitously theoretical, though he no longer ascribes a successful experiment to chance.

### 2. EDUCATIONAL LITERATURE FOR TEACHERS.

Of all the agencies yet employed to elevate the business of teaching, a live educational literature is unquestionably the most potent. It is, indeed, the life of other agencies. The present condition and substantial success of educational effort are largely due to the spirit of healthy progress infused by the press through all classes of teachers.

During the past fifty years, numerous educational works, both of a standard and of a periodical character, have been widely circulated. A few of these works have inaugurated the most important reforms in education; laying, indeed, the foundation of new educational systems. There are, indeed, very few teachers who have attained to eminence in their profession, who are not greatly indebted to the ideas, suggestions, and methods, which they have gleaned from educational works.

And yet strange as it may seem, there are thousands of teachers in our schools, who have never read a page on the subject of teaching; some, indeed, who are not able to name a single educational work that has ever been published. It need not be added, that he who places a practical treatise or periodical in the hands of such teachers, does the cause of education important service.—*Ohio School Commissioner's Report*.

### 3. ENCOURAGING SCHOLARS TO READ AT HOME.

SIR,—By your kind permission, I will bring before my fellow-teachers a scheme for assisting our scholars to read at home, which I have never seen in print, although perhaps some schools may already have it in operation.



A suggestion was offered in your *Monthly Paper* some months ago, that scholars should be encouraged to buy periodicals; but this will only be attended by a very limited success. In order, however, to secure reading at home, I have formed in my school, with the sanction and best wishes of my incumbent, a "Home Reading Society," the members of which must belong to either of the four upper classes, and pay a halfpenny per month. With the money so paid I purchase monthly periodicals, viz., *Pleasant Hours*, *Missionary Gleaner*, *Sunshine*, *Band of Hope*, and *Children's Friend*. These the members in turn take home to read, being allowed about two days for each number.

About sixteen members will quite pay expenses of one set of papers, and any schools could raise this number. I commenced with two set of periodicals and thirty-three members; this month I have forty-five members and three sets of periodicals. "Home Reading Society" is certainly a grand title for so small an undertaking; but my girls and boys are quite delighted at being members of the "Society," and so I am pleased I adopted it. In order to be fully successful, it will be necessary to speak occasionally to the upper classes on the benefit attending such home reading, and to show the cheapness of membership. The pictures, too, should be exhibited sometimes, and a story read from one of the papers.

It is impossible to estimate the good such a society may do even to the scholar's reading; but in addition to this there is the cultivation of the love of the beautiful, in setting before the family at home such splendid engravings as were in *Sunshine* of last month, and are in the *Children's Friend* and *Band of Hope* of this. There is the formation of a strong bond of union between home and the school; there is the inducement it affords to keep the family within doors of an evening; but above all there is the hope we may fairly, if prayerfully, entertain, that God will be pleased to employ it to His glory and to the good of the Church.—I am, &c., W.—[In Eng. Nat. Soc. Monthly Paper.

#### 4. READING ALOUD IN THE FAMILY.

Books and periodicals should be angels in every household. They are urns to bring us the golden fruits of thought and experience from other minds and other lands. As the fruits of the trees of the earth's soil are most enjoyed around the family board, so should those that mature upon mental and moral boughs be gathered around by the entire household. No home exercise could be more appropriate and pleasing than for one member to read aloud for the benefit of all. An author's ideas are energized by the confidence and love of the tender family affections, and every heart is open to the truth like the unfolded rose to receive the gathering dews. The ties of love between parents and children and brothers and sisters, are thus cemented yet more and more, and varied charms and pleasures are constantly opened through this medium to make a home a very paradise. If parents would introduce this exercise in their families, they would soon see the levity and giddiness that make up the conversation of too many circles giving way to refinement and chaste dignity. Read to your children, and encourage them to read to you, instead of reading your papers and books in silence, and in silence laying them away.—West. Recorder.

#### 5. A FARMERS' LIBRARY.

In conversing with an intelligent farmer a short time since, he told us that he attributed much of his success to his carefully reading upon the different departments of agriculture. In addition to a few reliable agricultural journals, he said he had collected what he calls his "Farmer's Library." He made it a point to understand the why and wherefore of the processes he was putting into practice. And he was correct. Farmers should read—should study more than they do. Every farmer should have a library. It need not be large or expensive, nor need it be purchased all at once. The reading of it need not detract one hour from the important labour of the field. But we insist that every farmer should have some scientific knowledge of the various operations he is daily performing, both for his own enjoyment and profit, and to be able to give a reason for everything he does on his land. His children should be taught the philosophy of agriculture more or less thoroughly, that they may be attached to the calling, and may make improvement on it.—Clinton Co. Republican.

### VI. Papers on Scientific Subjects.

#### 1. SCRAPS OF SCIENCE.

One of the most wonderful achievements of astronomers is the weighing of the bodies comprising the solar system. The mass of the sun is 359,551 times greater than that of the earth and moon, and 700 times greater than that of the united masses of all the planets.

A flash of lightning on the earth would be visible on the moon in a second and a quarter; on the sun in eight minutes; on Jupiter (when furthest from us) in twenty-five minutes; on Uranus in two hours; on Neptune in four hours and a quarter; on the star Vega, of the first magnitude, in 4,000 years; yet such stars are visible through the telescope!

La Place, the great French astronomer, says,—"I have ascertained that between the heavenly bodies all attractions are transmitted with a velocity which, if it be not infinite, surpasses several thousand times the velocity of light." His annotator estimates that speed as being eight millions of times greater than that of light.

The circumference of the earth is 25,000 miles. A train travelling incessantly night and day, at the rate of twenty-five miles an hour, would require six weeks to go round it. A tunnel through the earth, from England to New Zealand, would be nearly 8,000 miles long.

The barking of dogs is an acquired hereditary instinct, supposed to have originated in an attempt to imitate the human voice. Wild dogs, and domestic breeds which have become wild, never bark, but only howl. Cats, which so disturb the inhabitants of civilized countries by their midnight "caterwaul," are, in their wild state in South America, quite silent.

The dark races of men have less nervous sensibility than the whites. They are not subject to nervous disease. They sleep sound when sick, nor does any mental disturbance keep them awake. They bear surgical operations much better than the whites.

A certain species of fungus has been known to attain the size of a gourd in one night; and it is calculated that the cellulose of which it is composed must amount to forty-seven thousand millions. If it grows in twelve hours, this would give four thousand millions per hour, or more than six millions per minute.

#### 2. POINTS OF COMPASS—LINES OF THE MAP.

It is important that all students in geography understand well and thoroughly the points of compass, and the meaning of the lines of latitude and longitude, and the great circles. Teach them that latitude is not imaginary, but evidence on the map of north and south, and all the evidence we have. How common it is to hear Cape Farewell described as the S.E. point of Greenland, when it is the southern point, and that portion of Asia usually found on maps of the Western Hemisphere as North-West of America, when it is West.

Teach a thorough knowledge of these lines, and why the curve is so much greater near the poles than near the equator. Teach also the use of the tropic and polar circles. Teach what phenomena occur annually there in the great economy of nature. Your pupils will relish such a lesson, and feel as if getting pay for their work—a very desirable feeling.

Ask your advanced classes in Geography, if they were standing at either of the poles which way from them would be north, south, east and west. Let them study a few days, and if a correct answer is not given, illustrate with the globe that at the north pole there is no north, and at the south pole there is no south, and that east and west is a circle passing around their feet—in other words, that at the north pole it is all south whichever way they turn, and vice versa. Feed your class upon some of the many wonders of the world—its physical facts, and less upon stale tortured definitions.

"Blame the culture, not the soil." Teach the use of all you introduce, and that nothing imaginary is connected with geography, unless false.—W. H. G., in *Wisconsin Journal of Education*.

#### 3. THE DRAWING TALENT IN CHILDREN.

"Please may I make pictures on my slate: I've learned all my lessons?" Teacher, did you never hear that inquiry from the lips of a pupil? Or, perhaps, in passing around the room, your attention has been arrested by the slate of some pupil filled with curious drawings. Did you never yourself, in youthful days, draw houses with partitions plainly visible on the outside, with chairs and sofas of doubtful strength filling the rooms; or imitate Squire Jones' long nose in an elaborate profile? What does this picture-love in children indicate? and shall its expression on slate and paper be allowed and cultivated, is the inquiry I would seek to make. The imagination in this, as in other respects, has been too much neglected in children. Picture drawing, if allowed at all, has been merely to occupy the attention of the smallest of the restless fingers. Let the child draw upon his slate or paper, What? Dogs with three legs, uncouth imitations of the human face and form, and trees which are any thing but graceful? Shall the time of the pupils be wasted in such nonsense? No, not this; but is there no need of training children in the common schools in the first principles of drawing? Teach them to make a straight line, and how these straight lines may be combined to form objects known and

familiar to them. From this, proceeding to curves and combinations of these, tell them that all the beautiful flowers, the houses, the children's faces, are but combinations of these simple lines and curves. What child will not be interested? And not only for the purpose of interest should the subject receive attention in our schools. As a means of improvement to the child, in cultivating accuracy of sight, as tending to develop imagination, and for very many kindred reasons it should not thus suffer neglect. It has been too long confined to the "finishing" of boarding-school misses, who showed to admiring friends, landscapes and crayon heads, no small part of which was the work of the teacher, but adding to the accomplishments of the individual. The science in its simplicity has been overlooked, first principles have been neglected, children have yawned and whispered, dropped wearily asleep in the dull school-room, because the teacher has forbidden, or knew not how to teach the making of pictures. Shall this continue to be? Can we not help in this to bring the science down into the every-day affairs of the school-room, or, rather, to bring the minds of little children up through varied lines and curves, into a higher plane of culture and sphere of action.—C, in *Iowa School Journal*.

#### 4. AN OUNCE AND A TON WEIGHT.

An ounce weight and a ton weight of iron will fall down a pit with equal speed and in equal time. Until about three hundred years ago, all the learned men in the world disbelieved and denied it. Galileo, an Italian, taught the contrary to the popular belief. The University of Pisa challenged him to the proof. The leaning tower of that city was just the place for such an experiment. Two balls were obtained and weighed, and one was found to be exactly double the weight of the other. Both were taken to the top. All Pisa looked on, and crowds of dignitaries were confident that young Galileo, then obscure and despised, but honoured and immortalized now, would be proved to be in error. The two balls were dropped at the same instant. Old theory, and all the world, said that the large ball, being twice as heavy as the less, must come down in half the time. All eyes watched, and lo! all eyes beheld them strike the earth at the same instant. Men then disbelieved their eyes, and repeated the experiment many times, but each time with the same result. The little ball was big enough to destroy a theory two thousand years old; and had it been little as a pea, it would have destroyed it just as well, or even more quickly.

But how is this? Did not the earth draw down the large ball, which was double the weight of the smaller, with double force? Did not the double weight indicate the double force? Yes, truly; but in drawing down the large ball there was a double force of resistance to be overcome; and as the two forces acted in a given proportion of the large ball, and in the same proportion on the less, the velocity of the two was equal, though in bulk they were unequal. Let us suppose there to be two waggons, one with a load of five tons and the other with a load of ten tons, and that the unequal loads are drawn by an equal horse-power: should not their speed be equal, though their weight is unequal? No. There must be double horse-power to draw the double weight to obtain equal speed. Let a ten-pound weight and a one-pound weight fall to the earth at the same time, and the earth must draw down the heavier weight with ten times greater force than the other that may have equal speed, and it does so. A ton weight of iron and an ounce weight, leaving the top of a pit at the same instant, would, therefore, at the same instant fall to the bottom.—*Scientific American*.

#### 5. HOW TO VIEW THE SUN THROUGH A TELESCOPE.

To use the full aperture of the telescope is of paramount necessity either in viewing the sun or planets. If the extinction of the light is effected by coloured glasses, the best combinations I have yet found are: first, that of two plane glasses of a shade between brown and violet, with one of a grass-green hue interposed; or second, of two green glasses, with a blue one coloured by cobalt between them. These allow scarcely any rays of the spectrum to pass but the yellow and less refrangible green; and they cut off almost all the heat. The perfection of vision is attained by using only the extreme red rays; but glasses which transmit these cannot be used on account of the heat they allow to pass. Whatever combination of glasses be used, they are, however, apt to crack and fly to pieces through the heat which they do intercept.—*Sir John Herschel*.

#### 6. THE USE OF THE BAROMETER.

Many private persons consult the barometer, and see it daily, and are surprised to find that they cannot rely on its indications, especially on those of the unscientific wheel barometer, with a face like an underdone clock. The fault, however, is not with the instru-

ment, but with those who use it improperly; "th' ap'ratus," as Salem Scudder observes, "can't lie." A few words on the practical use of the weather-glass may be useful. It is an invaluable fact, and too often overlooked, that the state of the air does not show the present but the coming weather, and that the longer the interval between the barometric sign of change and the change itself, the longer and more strongly will the altered weather prevail; so, the more violent the impending storm, the longer warning does it give of its approach. Indications of approaching change of weather are shown less by the height of the barometer than by its rising or falling. Thus the barometer begins to rise considerably before the conclusion of a gale, and foretells an improvement in the weather, though the mercury may still stand low, nevertheless, a steady height of more than thirty inches is mostly indicative of fine weather and moderate winds.

Either steadiness or gradual rising of the mercury indicates settled weather, and continued steadiness with dryness foretells very fine weather, lasting some time. A rapid rise of the barometer indicates unsettled weather; a gradual fall of one-hundredth of an inch per hour indicates a gradual change in the weather, and moderate rising of the wind; several successive falls to the amount of one-tenth of an inch, indicate a storm eventually but not a sudden one; and a gale if the fall continues. These storms are not dangerous, as they can be foretold; but a sudden fall one-tenth of an inch betokens the quick approach of a dangerous tempest. Alternate rising and sinking (oscillating) indicates unsettled and threatening weather. When the barometer sinks considerably, wind and rain will follow—from the northward, if the thermometer is low for the season; from the southward, if high. For observing barometric changes, the barometer should be placed at the eye-level, out of the reach of sunshine and of artificial heat, as of fires, and out of the way of gusts of wind. It should be set regularly twice a day by a competent person. A card should be accessible close by, and on it should be registered the indication at each setting.—*Chamber's Journal*.

#### 7. SCIENTIFIC EXPEDITION TO PALESTINE.

Letters recently received in this country give a very favourable account of the progress of the expedition which left England in November last, for the scientific exploration of the Holy Land. The party consists of the Rev. H. B. Tristram—a gentleman well known for his work on the Great Sahara, and many zoological and botanical contributions to different publications—Mr. W. P. C. Meddycott, Mr. G. G. Fowler, Mr. H. M. Upsher, and others.

In the beginning of last month the party were at Jericho, commencing the investigation of the natural products of the valley of the Jordan, which offered abundant promises of fruitful results, the preceding month having been spent upon the more barren field of enquiry between Beyrout and Jerusalem. In the Jordan valley a new fauna was found to prevail, essentially different from that of the high lands, and surpassing all previous expectations as regards its abundance, if not as regards its variety.

The zoologists of the expedition had obtained many interesting species of small mammals. In birds several attractive captures had been made.

Among the cold-blooded vertebrates (reptiles, batrachians, and fishes) little had been yet done, but more attention to these would be paid when the season was further advanced.

Mr. Lowne, the botanical collector, has already amassed some 220 species of plants in flower, and those of the party who turned their attention to insects and shells had likewise been tolerably successful.

The expedition proposes to pass the summer in the highlands of the Lebanon and surrounding district, and to return home in the autumn.

It is with great satisfaction we hear the Government Grant Committee of the Royal Society have resolved to recommend a grant of £50 to Mr. Tristram in aid of the large expenses he had been put to in equipping and carrying out this expedition, which promises brilliant results in every department of science.—*The Reader*.

### VII. Papers on Natural History.

#### 1. HISTORICAL SKETCH OF NATURAL HISTORY IN CANADA.

From an address recently delivered at the Conversazione of the Natural History Society of Montreal, by the Hon. Mr. Sheppard, we select the following historical sketch of the progress of Natural History in Canada:

Mr. Sheppard said: In order to do this subject justice, it will be necessary to go back to the early settlement of the country, when the Jesuit missionaries visited the wilds of America, with the in-

tention of Christianizing the natives. These missionaries were a learned and observant class of men; and their opportunities of becoming acquainted with the natural productions of the country, were greatly facilitated by their close intercourse with the Indians, —following them in their periodical migrations, and sojourning with them in their encampments. They collected a vast amount of information from their native friends about the animals, and especially about the plants, many of which were known to possess healing properties, and to be useful in the few arts that the Indians were acquainted with. The results of these researches were, at a later period, collected and embodied by Charlevoix, in his *History of Canada*. They are well worthy of being consulted. Towards the end of the last century, Canada was visited by André Michaux the elder, coming from the north, through Hudson's Bay, across the country by lakes Mistisins and St. John, down the Saguenay, and up the north shores of the St. Lawrence, disappearing southward at some point unknown to us. It must have been very interesting to him to note the gradual change of the vegetable productions in his progress south,—from the barren grounds of the stunted birch, the vast collections of lichens and mosses which cover the surface of those dreary regions,—to the noble oaks and maples on the shores of the St. Lawrence. Michaux published the result of his observations in a *Flora of America*; but it is very meagre, compared with later works on that subject. Michaux the younger never visited Canada that I am aware of, but derived his information respecting our trees from his father. Francis Masson, that celebrated collector for the Royal Gardens at Kew, who introduced so many of the floral beauties of the Cape of Good Hope, visited Canada about the beginning of the present century. He passed a good portion of his time in Montreal; and oh, how I did yearn for the benefit of his acquaintance, with a view to information on plants of the country; but all my sighing and yearning were doomed to end in disappointment. He died here about the year 1804, at the house of Mr. John Gray, at Côte St. Catherine, a benevolent and much respected merchant. The mention of John Gray reminds me that he kindly fostered the Rev. James Somerville while in a state of mental aberration. With Mr. Somerville I was much acquainted; he was devoted to the study of natural history. It will be recollected that this gentleman was a patron and benefactor of this society. We now come to the name of Frederick Pursh, the celebrated botanist, who made his appearance in Canada in 1815. I became acquainted with him, and derived much valuable information from him about plants. He visited Anticosti in 1817, and brought back a large collection of living plants—rare in other parts of the country—some of which I cultivated in my garden; but the greater portion of them perished in the packages in which they were brought up. Among those which survived were *Ligustrum Scotticum*, a beautiful *Thalictrum*, which he named *T. purpurascens*, and an *Allium*, identified with *A. schenoprasum*. Pursh's *Flora of North America* is a carefully got-up book, and was the standard text-book till Gray's appeared. Pursh died here about 1821, at the house of Robert Cleghorn, Blink Bonny, a nurseryman and a good botanist,—a contemporary of London. Poor Pursh was thrifless; in his declining years living mainly on the hospitality of his friends. Colonel Hamilton Smith, the learned historian of the *Natural History of Man*, visited Canada in 1817, seeking information in science generally. I became acquainted with him, but his sojourn here was very short.

Now, ladies, allow me to say a word of encouragement for you. What will you not succeed on attaining when you set your hearts on its accomplishment, as the example of the Countess Dalhousie will show! This lady became an accomplished botanist, and was an indefatigable collector of plants. She presented to this society a large herbarium of Canadian plants, beautifully preserved. She collected many living plants, and sent them home to ornament the gardens and grounds of Dalhousie Castle; and she succeeded in imbuing her lady friends with a love of botany,—some of whom made marked advances in this branch of natural history—particularly one, who subsequently sent many specimens of Canadian plants to Sir Jackson Hooker, to assist him in the compilation of his great work, "*The Plants of British North America*," in which her name is duly recorded as a contributor. The example of Lady Dalhousie is well worthy of imitation by those having leisure for study.

And now permit me, by desire, to endeavour to throw some light on the origin and progress of the Literary and Historical Society of Quebec, the elder sister of the society. Strange to say, its formation was brought about indirectly, by a political movement, in this wise. It is no doubt known to many of you that the late John Neilson was the owner of the *Quebec Gazette*, established in 1764, now in its hundredth year. In virtue of an act of parliament, it possessed the privilege of publishing all official documents as they occurred. Neilson was a great politician, and was opposed to Lord

Dalhousie could not tolerate, and he came to the determination of establishing a paper which he could control, calling it the "*Quebec Gazette by Authority*," and he caused Dr. Fisher, a co-editor of the *New York Albion*, to come and take charge of it. Dr. Fisher had been a member of the Literary and Historical Society of New York; he persuaded Lord Dalhousie to get up a society with similar title and objects in Quebec. This was done, Chief Justice Sewell becoming the first President, and W. Green, a native of this city, the secretary. The Society was in the first instance composed of high officials and courtiers, and the fee was fixed at a high rate, for some end which can only be guessed at. Papers were read before the Society. The President gave his "*Dark Days of Canada*"; Captains Bayfield and Baddely read valuable papers on the Geology of Canada, and Mr. Green presented his papers on Textile Plants, and on the plants used in dyeing by the Indians. Shortly after the formation of that Society, some of the younger inhabitants of Quebec, perhaps thinking that they had been slighted, formed themselves into a society under the name of the "*Society for the Promotion of Arts and Science in Canada*." Lord Dalhousie refused his countenance to this new institution. Several papers were read, and a successful progress became manifest. After a while, a disposition on the part of the Literary and Historical Society to conciliate the new one, and even to advocate a fusion of the two, became apparent. This was ultimately effected, retaining the original title. The union of the two societies was productive of good, the working members becoming more numerous. Some of their labors appear in the transactions of the Society. On the accession of Sir James Kemp to the government of the Province, he very liberally bestowed to the Society a copy of that splendid work of art, Claude's *Liber Veritatis*; also a transit instrument, and an excellent telescope. Here it may be mentioned that M. Chasseur, a naturalist of Quebec, had formed a museum as a matter of speculation, principally composed of birds; but finding that it did not answer his expectation in point of revenue, he persuaded the Legislature to purchase the collection; and it was placed under the care of the Literary and Historical Society, in addition to their own museum, which had assumed a respectable condition. When in 1838 Lord Durham was sent out to conciliate the people, and restore Canada to a state of peace, he did at least one good thing. Led by the title of the Society to suppose that literature and history were its sole aim, he brought out a large and select collection of the ancient Greek and Latin historians, and presented it to the Society, for which he is entitled to praise. This valuable addition to the library was received thankfully, and it furnished the means for several reviews and criticisms by that very learned and esteemed member of the Society, Dr. Wilkie. At later periods that Society has been very unfortunate, having been no less than three times burnt out; losing much of its accumulation of objects of natural history, books, and apparatus, thus receiving a severe check in scientific pursuits; but it is now gradually recovering from its losses, and again rising into a state of activity. Before concluding, a word of commendation must be said on the Geological Survey of the Province, now for so many years so well and so efficiently conducted by its learned and amiable head, assisted by an active and scientific staff. Their joint labors have been eminently successful, as is abundantly shown by the very complete Geological Museum in this city; by their periodical reports of work done, now consolidated into one large volume, which, of course, will be studied by all scientific devotees, a monument of the industry of the Commission of Survey, and an evidence to the civilized world of the varied labors and scientific capabilities of the surveyors, well meriting the applause and gratitude of the Province, to which they are fully entitled. Shall I say a word on the subject of this Society? If permitted, it must be but a word, for you are all better acquainted with its formation and operations than I can pretend to be. The Society was formed shortly after that of the L. and H. Society; at the instance, I believe, of the late Dr. Holmes and some congenial spirits. In the first few years of its existence its progress was not very rapid, all up-hill work, as the Doctor informed me, the work resting on a few of the members; but if so, that languor has been successfully shaken off; its progress and prosperity have been of the most satisfactory nature. As a contrast to the difficulties for the acquirement of scientific information met with at a remote former period, already alluded to, allow me to state some of the great facilities which are now offered to the student of Natural History. In many parts of the Province there have been established Colleges for the education of youth, in which the Natural Sciences are taught by learned professors, with the advantage of extensive museums. I will only mention some of them, without entering into particulars. Beginning in the lower part of the province and proceeding upwards, we have Laval, McGill, Lennoxville, Queen's, Toronto, and others. As regards this city, let me mention with commendation McGill College. Here for the professed student every facility exists: regular lectures are delivered

on all branches of Natural Science, aided by a very complete museum, with a library of books of reference. To the occasional student, this Society possesses all the advantages required; an extensive and well-arranged museum, regular stated meetings, attended by all the scientific men of the city, a well-conducted magazine, open to contributors generally, a courteous and scientific curator, a large and commodious building fit for all the purposes of the Society; and if I may judge by the extent of the present goodly assemblage of patrons, there seems great reason to look forward to further satisfactory progress necessitating the extension of accommodation, bespeaking the approbation of future dwellers in this growing and beautiful city, followed by the respect of the scientific world at large."

## 2. WHY BEES WORK IN THE DARK.

A lifetime might be spent in investigating the mysteries hidden in a bee-hive, and still half of the secrets would be undiscovered. The formation of the cell has long been a celebrated problem for the mathematician, whilst the changes which the honey undergoes offer at least an equal interest to the chemist. Every one knows what honey fresh from the comb is like. It is a clear yellow syrup, without a trace of solid sugar in it. Upon straining, however, it gradually assumes a crystalline appearance—it *candies*, as the saying is—and ultimately becomes a solid mass of sugar. It has not been suspected that this change was a photographic action: that the same agent which alters the molecular arrangement of the iodine of silver on the excited collodion plate, and determines the formations of camphor and iodine crystals in a bottle, causes the syrupy honey to assume a crystalline form. This, however, is the case. M. Scheibler has enclosed honey in stoppered flasks, some of which he has kept in darkness, whilst others have been exposed to the light. The invariable result has been that the sunned portion rapidly crystallises, whilst that kept in the dark has remained perfectly liquid. We now see why bees are so careful to work in perfect darkness, and why they are so careful to obscure the glass windows which are sometimes placed in their hives. The existence of their young depends upon the liquidity of the saccharine food presented to them, and if light were allowed access to this, the syrup would gradually acquire a more or less solid consistency; it would seal up the cells, and in all probability prove fatal to the inmates of the hives.—*U. C. Board of Arts and Manufactures.*

## 3. THE USE OF FLOWERS IN COMMERCE.

The following is a portion of an address delivered before the New York Horticultural Society:—Flowers have always been cultivated by civilized nations in all parts of the world. The ancients spread them upon their feast tables, scattered flowers in the way of heroes, or warriors, returning from conquest, and used them for adorning their gods. They are our second children, and in beholding them we never tire, though the eye is soon satisfied in viewing a thing of art. We surround our homes with them, and rejoice in the early blooms of Spring. Beside all these they have a commercial value, and the apothecary's shop is odorous with their perfume. Thousands of acres are planted to flowers in France and Italy, for making perfumes alone. A single grower in Southern France sells annually 60,000 pounds rose flowers, 30,000 pounds each of jasmine, and tuberose, 40,000 pounds of violet blossoms, besides thousands of pounds of mint, thyme, rosemary, etc., and he is but one out of hundreds engaged in this branch of horticulture. The atmosphere of some of these towns is so filled with fragrance that a person is made aware of his approach to them by the odors which greet him miles away. America has every variety of soil and climate, equal to France or Italy; and she may yet rival the old world in her perfumery. Already hundreds of acres of peppermint and lavender are planted in this country, and the product exported to Europe. Though the old world bears the palm in the perfumery line, and London and Paris with their Covent Gardens and Marché aux Fleurs, lead our own city in window gardening and the cultivation of flowers in pots generally, yet New York carries on a larger trade in cut flowers than either of the cities mentioned or any other in the world. To show what is done in that line, he instanced his own sales of some of the leading flowers since last September, which were 50,000 Carnation Blossoms, 30,000 Bouvardias, 70,000 Chinese Primroses, 30,000 Tuberoses, besides over 10,000 Roses, Camellias, Heliotropes, &c., and he was but one of a large number engaged in this business.

**THE MATAPONY RIVER.**—This river, which figures so much in the despatches from the seat of war in Virginia, is a stream made up of four tributaries, the name of each consisting of a single syllable, which, when combined, form the name Matapony. The tributaries are the Mat, Ta, Po, Ny.—*Transcript.*

## VIII. Biographical Sketches.

### No. 27.—ABRAHAM GESNER, M.D.

This distinguished chemist and geologist died at Halifax, Nova Scotia, on the 29th of April last, in the 67th year of his age. Dr. Gesner graduated in London, in 1827, but followed his profession but a few years, devoting himself to the study of natural history. He was appointed Province Geologist of the Province of New Brunswick, in 1838, and made extensive surveys of that Province. He was the pioneer of the wild regions of the Tobique and Madawaska Rivers. His principal works are "History of New Brunswick, with Notes for Emigrants;" "Remarks on the Geology and Mineralogy of Nova Scotia;" "Industrial Resources of Nova Scotia;" "A Practical Treatise on Coal, Petroleum, and other Distilled Oils." He was the discoverer and patentee of kerosene oil, and was the first to introduce coal oils into the United States. He made and burned oils from petroleum and the denser asphalts of Trinidad as early as 1846. The "Gesner Museum of Natural History," at St. John, N. B., contains the evidences of Dr. Gesner's long and patient labor in collecting specimens of minerals. His standing as a man of science, both in America and Europe, was most creditable, and but a just reward for much labor and many sacrifices in the cause of science.—*Pictou N. S. Standard*

### No. 28.—ALARIC A. WATTS, ESQ.

Alaric A. Watts, a minor poet of some celebrity in his day, died recently in England. As far back as 1822 he published a volume of "Poetical Sketches," and since then he has been editor of two or three provincial Conservative journals, and was the first editor of the *United States Gazette*. He was best known as editor of and principal writer in the *Literary Souvenir*. Mr. Watts, who was in his 65th year when he died, enjoyed a pension of £100 from the Literary Fund at the disposal of the Government.

### No. 29.—MARSHAL PELISSIER, DUKE OF MALAKOFF.

Amiable Jean Jacques Pelissier was born at Maromme, near Rouen, November 6th, 1794, and educated at the military school of St. Cyr. In 1815, he was appointed a sub-lieutenant of artillery, and served in the army of the Rhine. After the events of 1815, he devoted himself to the study of military science, retaining his connection with the army; and after various minor promotions he was, in 1823, an aide-de-camp of General Grundler, in the Spanish war. The same year he was decorated with the cross of the Legion of Honour and of St. Ferdinand of Spain. Returning to France, he was, in 1828, promoted to a captaincy; and in 1828 and 1829, served with distinction in Greece. In 1830, he made his first visit on army business to Algiers; and after a long sojourn in France, again returned to Algiers in 1840, as Colonel and Assistant Chief of the General Staff of the Army of Algeria. In 1845, an insurrection occurred at Algiers, and St. Arnaud, De l'Amirauté, and Pelissier were the commanding officers. One tribe, called the Ouled Riah, refused to submit, and could not be subjected, as they lived entirely in large caves, where it would have been madness for the French soldiers to have followed. Pelissier then conceived the idea of smoking them out; and after flinging a few burning faggots into the mouth of the cave, he made offers of life and liberty if the natives would yield. But the majority of these in the cave were still opposed to submission. More faggots were thrown in, and cries and shrieks were heard. Soon all was still, and a few days after five hundred bodies of suffocated men, women, and children were brought out by the French troops. This frightful circumstance aroused a lively indignation against its author, Pelissier, who declared that he acted only in accordance with the strict orders of his commanding officer. Three years later he was made a field-marshal; and in 1848, he was made commandant of the division of Oran, which post he filled till the breaking out of the Crimean war. It was in this conflict that he won his widest reputation as a military man. He was appointed second in command under Canrobert, and, on the resignation of the latter, was made his successor. He took part in the principal battles of the Crimea, and was chief in command during the last three months of the siege of Sebastopol, and at the final and successive assault on the 8th of September, 1855. For his services he was created, by Napoleon III., Duke of Malakoff, with a pension of one hundred thousand francs; while Queen Victoria bestowed upon him the Order of the Cross of the Bath. In 1858, he was appointed minister to England, but remained in London only a year, returning to France to take command of the Army of Observation.



## No. 30.—MEYERBEER.

Meyerbeer, the eldest son of a rich Jew banker of Berlin, was born in that city on the fifth of September, 1794. While he was four years old little Jacob Liebmann Meyerbeer began to play on the piano, and hearing tunes played by street organs, would in the parlor improvise accompaniments thereto. Zetler, the teacher of Mendelssohn, instructed him in the theory of music, assisted later by one Bernard Anselm Weber. When about sixteen years of age, Meyerbeer went to Darmstadt, to the music school of the Abbé Vogler, where among his fellow pupils was Carl Maria Von Weber, the composer of the "Freischütz." In Darmstadt, Meyerbeer composed an oratorio called "God and Nature," which was well received; and in 1812 his first opera, "The Vow of Jephthah," was produced at Munich, and was not well received. About this time Meyerbeer heard Hummel play the piano at a concert, and charmed with his ability, determined also to become a pianist, and to this end shut himself in his house for six months, practising night and day. He made his debut as a concert-player in Vienna, and became popular; but the old instinct of composing returned, and he gladly seized an opportunity which offered of writing an opera for the Court of Vienna, but "The Two Caliphs" was also a failure. Friends advised him to go to Italy, and in Venice he first heard Rossini's music. Here he learned in what he was deficient; and he immediately devoted to the pursuit of melody the same energy which he had hitherto devoted to the theory of music. He succeeded, for though he never attained the utter ease and flowing melody of the Italian composers, he has yet written airs as delicious and graceful as any of theirs. In 1825 Meyerbeer fairly "clutched the diadem of Fame." The occasion was the production at Venice of his opera "Il Crociato," which was soon produced in Paris. Thenceforth Meyerbeer took greater pains than ever with his operas, to which—influenced partly by domestic affliction in the loss of two children—he imparted a grander and at times more melancholy tone. In 1826 he finished "Robert le Diable," which he kept in his portfolio four years, selling it to the director of the Grand Opera at Paris, in 1830. In 1831 it was produced, and from the first night of its representation was the most popular opera ever given in Paris. All the great singers of the present day have considered themselves honoured in representing its characters. In 1836 appeared the "Huguenots," which most critics deem the composer's grandest effort; in 1849 the "Prophète" was produced at Paris with the most elaborate scenic effects yet known on the operatic stage. In 1854 came "L'Etoile du Nord," and in 1858, "Le Pardon de Ploermel." The fall of 1864 was to have been marked by the production of "L'Africaine," an opera which Meyerbeer has been promising for five years past to give to the world.

## No. 31.—MAJOR-GENERAL J. B. E. STUART.

Since the death of "Stonewall" Jackson, no death has produced so profound a sensation in the Southern confederacy as that of Gen. Stuart. In repulsing one of the Federal raids, and in one of those desperate charges at the head of a charging column, the gallant and chivalrous Stuart fell, mortally wounded. He was speedily conveyed to Richmond, but did not survive long. His many gallant and daring deeds and glorious exploits will challenge the admiration of the world. He was best known and loved by his troopers. His frank and agreeable face always cheered them in the camp, the march, and he bivouac. His bright flashing eye and clear ringing voice inspir and nerved them in the hour of battle. His funeral took place the appointed time. The metallic coffin, containing the remains of the noble soldier, was carried down the centre aisle of the church and placed before the altar. Wreaths, and a cross of evergreens, interwoven with delicate lilies of the valley, laurel, and other flowers of purest white, decked the coffin. The scene was sad and impressive. President Davis sat near the front, with a look of grief upon his care-worn face; his cabinet officers were gathered around, while on either side were the senators and representatives of the Confederate Congress. Scattered through the church were a number of generals and other officers of less rank—among the former were General Ransom, commanding the department at Richmond. Hundreds of sad faces witnessed the scene; but the brave Fitz Lee and other war-wearied and war-worn soldiers whom the dead Stuart had so often led where the red battle was the fiercest, and who would have given their lives for his, were they in the fight, doubtless striking with a noble courage as they thought of their fallen general. The short service was read by the Rev. Dr. Peterson, a funeral anthem sung, and the remains were carried out and placed in the hearse, which proceeded to Hollywood Cemetery, followed by a long train of carriages. A military escort accompanied the procession, but the hero was laid in his last resting place on the hill side, while the earth still trembled with the roar of artillery and the noise of the deadly strife of armies.

## No. 32.—NATHANIEL HAWTHORNE, ESQ.

Mr. Hawthorne was born at Salem, Mass., on the 4th of July, 1804. He entered Bowdoin College, Maine, in 1825, and at the close of his collegiate career he settled at Salem. Fortune some time later (in 1838) found him a government position as gauger in the Boston Custom House, under Mr. Bancroft, then the collector at that port during the Van Buren administration. When the Whigs came into power in 1841, Hawthorne lost his appointment, and, conceiving (probably like Southey, Coleridge, and Lovell) the idea of a pantocracy, he joined the famous Brook Farm Association, returning, however, fully satisfied with his experience of "a perfect state of society" to Boston, in 1843. Here he married and made his home; subsequently for some years in "the Old Manse," at Concord, Mass. On the accession of the Polk administration, he received the appointment of Surveyor of the port of Salem. When the Whigs returned to power, Hawthorne returned to his retreat and to his studies among the hills of Berkshire. Once again, in 1842, he was tendered and accepted office under government—the Consulate at Liverpool, one of the most lucrative appointments in the gift of the President, being placed at his disposal by Mr. Pierce, partly, no doubt, as a tribute of long standing personal friendship, and partly as a reward also for important service as a party penman. His remaining days, after his return from Liverpool, were spent at Concord, New Hampshire. Hawthorne's literary life commenced at Salem on the close of his college days. Leading, for several years, almost the life of a recluse, he here produced a series of sketches, tales and romances, some of which were found worthy of revival in his maturer years under the title of *Twice-Told Tales*. Then followed, after his retirement from the Boston gaugership, the papers called *Mosses from an Old Manse*, succeeded by the most widely known of all his works, *The Scarlet Letter*, in 1850; by the *House of Seven Gables*, in 1851; by the *Blithedale Romance*, in 1852; by the *Marble Faun*, in 1859; and by *Our Old Home*, his last work, in 1863. His minor sketches would be difficult of enumeration. They continued to grace the pages of the best cotemporary periodicals, occasionally, up to the time of his death.

## No. 33.—THE REV. DR. HITCHCOCK.

Rev. Dr. Hitchcock, formerly President and late Professor in Amherst College, died at his residence in Amherst, Massachusetts, in the seventy-first year of his age. Dr. Hitchcock obtained great celebrity as a scientific geologist as well as for his theological attainments.

## IX. Papers relative to the Bible.

## 1. LORD LYNDHURST'S FAITH IN THE BIBLE.

The Right Hon. the Earl of Harrowby, chairman of the Stafford Auxiliary Bible Society, was prevented attending a recent meeting by the severe storm of wind, snow, and hail, which raged with such violence that he did not like to expose his servants to such a trial. His lordship, if he had been able to be present, would have told the meeting the following anecdote, which we have no doubt will be perused with great interest at the present time. "A few months ago," his lordship says in his letter, "I had occasion to call on the late Lord Lyndhurst, and having for some years communicated with him from time to time on the subject of Mount Sinai, and the disquisitions upon the origin and interpretation of the inscriptions which had been published by the Rev. Mr. Forster, referred to a recent publication by that gentleman, and asked him his opinion of the conclusions come to. I found that he agreed, as heretofore, generally in the conclusions, without binding himself to an agreement upon every point. But the old man proceeded to say, with great emphasis, 'A highly interesting subject—highly interesting; every thing that concerns the Exodus—especially in these days. But none of these questions that are now raised trouble me. When I recollect that our Saviour said, "If a man hear not Moses and the prophets, he will not be persuaded though one rose from the dead." I think that should be enough for me. No! these things don't trouble me. If, when Ezra revised the Pentateuch, any mistakes were made in numbers and figures, that makes no difference to me. I know in all manuscripts there is nothing so liable to error as figures.' After a few observations expressive of his interest in the whole story of Abraham, as recorded in Genesis, and its consequences, the subject dropped, and we passed on to other topics. The body was feeble, but the mind was clear and vigorous as ever. There are many, who have not the means of investigating these subjects themselves, to whom the testimony of the faith of such a man, unshaken by investigation, might be of comfort.—*Staffordshire (England) Advertiser*.



## 2. PERSONAL POWER OF THE BIBLE.

This collection of books has been to the world what no other book has ever been to a nation. States have been founded on its principles. Kings rule by a compact based on it. Men hold the Bible in their hands when they prepare to give solemn evidence affecting life, death, or property; the sick man is almost afraid to die unless the Book be within reach of his hands; the battle-ship goes into action with one on board whose office is to expound it; its prayers, its psalms are the language we use when we speak to God; eighteen centuries have found no holier, no diviner language. If ever there has been a prayer or a hymn enshrined in the heart of a nation, you are sure to find its basis in the Bible. There is no new religious idea given to the world, but it is merely the development of something given in the Bible. The very translation of it has fixed language and settled the idioms of speech. Germany and England speak as they speak because the Bible was translated. It has made the most illiterate peasant more familiar with the history, customs, and geography of ancient Palestine, than with the localities of his own country. Men who know nothing of the Grampians, of Snowdon, or of Skiddaw, are at home in Zion, the lake of Gennesareth, or among the hills of Carmel. People who know little about London, know by heart the places in Jerusalem, where those blessed feet trod which were nailed to the Cross. Men who know nothing of the architecture of a Christian cathedral can yet tell you all about the pattern of the Holy Temple. Even this shows us the influence of the Bible. The orator holds a thousand men for half-an-hour breathless—a thousand men as one, listening to his single word. But this Word of God has held a thousand nations for thrice a thousand years spell-bound; held them by an abiding power, even the universality of its truth.—*Rev. F. W. Robertson.*

## 3. THE UNITY OF THE BIBLE.

The Bible is one revelation, woven together with a wondrous variety of texture and hue, but with a yet more wondrous unity of design and execution. It is a Titanic arch, built upward from each side with precious marbles of divers qualities and veinings, from heaven's own quarries, culminating far up on high in glorious symmetry and strength, where Christ, the keystone, locks the massive structure in eternal rest, and crowns it with divinest grace. It cannot be tampered with. It is incapable of reconstruction. It cannot be built down to a smaller model. To attempt this is to tumble it into a mass of ruins.

## 4. THE HOLY SCRIPTURES.

That the mind of man may be worthily employed and taken up with a kind of spiritual husbandry, God has not made the Scriptures like an artificial garden, wherein the walks are plain and regular, the plants sorted and set in order, the fruits ripe, and the flowers blown, and all things fully exposed to our view; but rather like an uncultivated field, where, indeed, we have the ground and hidden seeds of all precious things, but nothing can be brought to any great beauty, order, fulness of maturity, without our own industry; nor, indeed, with it, unless the dew of his grace descend upon it, without whose blessing this spiritual culture will thrive as little as the labour of the husbandman without showers of rain.—*Dr. H. Moore.*

## 5. THE DESTRUCTION OF SENNACHERIB'S ARMY.

Dr. Milman never allows his faith to be easily imposed upon by plausibilities, but he illustrates the destruction of the army of Sennacherib, from a remarkable classical coincidence. Our readers are aware that Herodotus refers to this miracle, ascribing their destruction very absurdly to a number of field mice gnawing asunder their quivers and bow-strings. Dr. Milman has pointed to one of those coincidences so often confirming Scriptural story; it seems, according to Horapollo, the mouse was the Egyptian hieroglyphic symbol of total destruction. Herodotus was, no doubt, misled by this; he saw the shield, the quiver and the bow, the symbols for a great army, in conjunction with the field mouse, and then supposed this to be the minister of their destruction, confusing the symbol of completeness with the cause. We cannot but notice upon this, how often some such little reading not only confirms a scriptural story, but throws light upon a difficulty; the statement of Herodotus seemed to us marvellous, when we read it as boys; the reading of Dean Milman plainly reveals the cause of the garrulous old Athenian's mistake.—*The Eclectic.*

THE foundation of all political happiness is confidence in the integrity of man; and the foundation of all happiness—temporal and eternal—reliance on the goodness of God.

## X. Miscellaneous.

### THE DUMB CHILD.

She is my only girl;  
I asked for her as some most precious thing,  
For all unfinished was love's jewelled ring,  
Till set with this soft pearl!  
The shadow time brought forth I could not see,  
How pure, how perfect, seemed the gift to me!

Oh! many a soft old tune  
I used to sing unto that deafened ear,  
And suffered not the slightest footstep near,  
Lest she might wake too soon;  
And hushed her brothers' laughter while she lay.  
Ah! needless care! I might have let them play.

'Twas long ere I believed  
That this one daughter might not speak to me;  
Waited and watched—God knows how patiently!  
How willingly deceived.  
Vain love was long the untiring nurse of Faith,  
And tended Hope until it starved to death.

Oh! if she could but hear  
For one short hour, till I her tongue might teach  
To call me mother, in the broken speech  
That thrills the mother's ear!  
Alas! those sealed lips never may be stirred  
To the deep music of that holy word!

My heart it sorely tries,  
To see her kneel with such a reverential air  
Beside her brothers at their evening prayer;  
Or lift those earnest eyes  
To watch our lips as though our words she knew,  
Then move her own, as she were speaking too.

I've watched her looking up  
To the bright wonder of a sunset sky,  
With such a depth of meaning in her eye,  
That I could almost hope  
The struggling soul would burst its binding cords,  
And the long pent up thoughts flow forth in words.

The song of bird and bee,  
The chorus of the breezes, streams, and groves,  
All the grand music to which nature moves,  
Are wasted melody  
To her; the world of sound a tuneless void;  
While even silence hath its charm destroyed.

Her face is very fair;  
Her blue eye beautiful; of finest mould  
The soft white brow, o'er which, in waves of gold,  
Ripples her shining hair.  
Alas! this lovely temple closed must be,  
For He who made it keeps the master key.

Wills He the mind within  
Should from earth's Babels-clamor be kept free,  
E'en that His, still, small voice and step might be  
Heard as its inner shrine,  
Through that deep hush of soul, with clearer thrill,  
Then should I grieve? O, mourning heart, be still!

She seems to have a sense  
Of quiet gladness, in her noiseless play;  
She hath a pleasant smile, a gentle way,  
Whose voiceless eloquence  
Touches all hearts, though I had once the fear  
That even her father would not care for her.

Thank God it is not so!  
And, when his sons are playing merrily,  
She comes and leans her hand upon his knee,  
O, at such times, I know,  
By his full eye, and tones subdued and mild,  
How his heart yearns over his silent child.

Not of all gifts bereft,  
Even now. How could I say she did not speak?  
What real language lights her eye and cheek,  
With thanks to Him who left

Unto her soul yet open avenues,  
For joy to enter, and for love to use !

And God in love doth give  
To her defect a beauty of its own ;  
And we a deeper tenderness have known  
Through that for which we grieve.  
Yet shall the seal be melted from her ear,  
Yea, and my voice shall fill it—but not here.

When that new sense is given,  
What rapture will its first experience be,  
That never woke to meaner melody  
Than the rich songs of heaven—  
To hear the full-toned anthem swelling round,  
While angels teach the ecstasies of sound.

## 2. THE AUTHOR OF "HOME, SWEET HOME."

As I am here, (in Washington,) remarks a friend of the poet, watching the course of great men and the destiny of party, I meet often with strange contradictions in this eventful life. The most remarkable was that of the poet, J. Howard Payne, the author of "Sweet Home." I knew him personally. He occupied the room under me for some time, and his conversation was so captivating that I have often spent whole days in his apartment. He was an applicant for an office under the government at the time—Consul at Tunis—from which he had been removed. It was a sad thing, indeed, to see the gifted poet subjected to all the humiliation of office seeking. Of an evening we would walk along the streets, and looking into the lighted parlors as we passed, would once in a while see some family circle so happy, and forming such a beautiful group, and then pass silently on. On such occasions he would give me a history of his wanderings, his trials, and all the cares incident to his sensitive nature and poverty. "How often" remarked he, "I have been in the heart of Paris, Berlin, London, or some other large city, and heard persons singing, or playing on the piano, 'Home, Sweet Home,' without a shilling to buy the next meal with, or a place to lay my head. The world has literally sung my song until every heart is familiar with its melody—yet I have been a wanderer from my boyhood. My country has turned me ruthlessly from my office, and in my old age I have to submit to humiliation for bread." Thus he would complain of his hapless lot. His only wish was to die in a foreign land ; to be buried by strangers, and to sleep in obscurity.

I met him one day. He was looking unusually sad.

"Have you got your Consulate?" said I.

"Yes, and leave in a week for Tunis. I shall never return."

The last expression was not a political faith. Poor Payne!—his wish was realized. He died at Tunis among strangers, far from his native land. Whether his remains have ever been brought to this country, I know not. They should be, however ; and if none others will do it, let the homeless and friendless throughout the world contribute their mite for the purpose of erecting a suitable monument to the poet Payne. I knew him well, and will contribute my mite. Let the inscription on his monument be :—

HERE LIES J. HOWARD PAYNE.

THE AUTHOR OF "HOME, SWEET HOME."

A wanderer in life—whose songs were sung in every tongue,  
And found an echo in every heart,

NEVER HAD A HOME.

HE DIED IN A FOREIGN LAND.

## XI. Educational Intelligence.

### CANADA.

—UNIVERSITY OF MCGILL COLLEGE.—On the second day, the Chair was taken by Mr. Morris, and the proceedings in the faculties of medicine and law were opened with prayer by the Rev. Canon Leach, D.C.D., LL.D. The minutes of the proceedings at the meeting of the previous day were then read by the Secretary, Wm. C. Baynes, B.A.

The President then expressed his satisfaction at the general management of the University. In reference to the gold medals now in its gift, they were substantial evidences of the favor and confidence with which it was regarded. The University, he was convinced, was steadily rising, and a brilliant and prosperous future was before it.

*Faculty of Medicine.*—Dr. G. W. Campbell, Dean of the Faculty of Medicine, then made the following announcements :—The number of matriculated students in the past session was 177 ; of these 98 were from Canada East, 78 from Canada West, 1 from New Brunswick, 1 from Nova Scotia, 1 from Prince Edward's Island, and 8 from the United States. The

number of students who passed the Primary Examination, which includes Anatomy, Chemistry, Materia Medica, Institutes of Medicine, Botany and Zoology, was 81. The following list contains the names of the 28 students presented for the degree of M.D., O.M.:—William Wood Squire, M.A. ; Griffith Evans, James Paterson, David Howard Harrison, Herbert S. Tew, Chas. Bullen, Richard A. Kennedy, David Robertson, George Dice, Alex. A. Ferguson, Horace P. Redner, John Dodd, William Kempt, Peter A. McDougall, Marcel Richard, Charlemagne Dubue, John D. McCord, Alex. R. Pinet, Mills Kemble Church, Edward B. Gibson, Kenneth Reid, Montrose A. Patten, Sam Pratt Woodful. Prosper Bender, James A. Temple, and John R. Richardson, passed their examination for Graduation, but not being of age could not receive their Degrees until next Convocation. The prizes given by the Medical Faculty are three in number, and were awarded as follows :—William Wood Squire, M.A., for the best thesis ; Daniel Howard Harrison, for the best Final Examination ; Kenneth Reid for the best primary Examination ; Messrs. Bullen, Reid, Kempt, and Church's theses were considered worthy of competing for the best prize. William Wood Squire, M.A., Herbert Tew, Professor's prizes in Clinical Medicine. W. H. Fraser, Professor's prizes in Botany. W. H. Fraser, do in Zoology. Dr. Hall administered the oath to the graduating class, and Principal Dawson performed the ceremony of capping them. William W. Squires then delivered the Valedictory. Professor Scott, M.D., then addressed the graduates in Medicine, dwelling especially on their future prospects, the difficulties inseparable from their arduous calling, and also from the occasional credulity of even educated patients in quacks and charlatans ; likewise the cold ingratitude of some, which latter circumstances should not make them weary in well-doing, since their motive should be higher than any mere human feeling or applause. Above all things, let them never deceive the dying man when he asked them their opinion of his case—to do so being one of the most heartless and reprehensible cruelties that could be committed. He rejoiced to find that new medals had been given to the Faculty of Arts ; and wondered that the Medical Faculty, the eldest of the three, had not yet had such presented to it. Such was the generosity, however, of the citizens of Montreal, that he had little doubt but that at the next Convocation the Dean of the Medical Faculty would be able to present one to the deserving student. Such a medal to be styled after the late Professor Holmes, who first established a medical school here, forty years ago, would be a well-deserved and graceful tribute to his memory, and he (Dr. Scott) would recommend this subject to the consideration of the ladies.

*Faculty of Law.*—The Hon. J. J. O. Abbott, B.C.L., Dean of the Faculty of Law, stated that the graduating class consisted of eleven students, as follows :—John Boyd, B.A., Leonidas Heber Davidson, B.A., Henri Lesieur Desaulniers, Naphtali Durand, Joseph Antoine Galarneau, Richard A. A. Jones, B. A. Joseph, O. Joseph, Wilfrid Laurier, Chas. O. Stevens, Arthur Taschereau, Alfred Welch. The Dean having made these announcements, the oath was administered by the Mr. Baynes, B.A., after which Principal Dawson capped them. A valedictory address was then delivered in the French language by Wilfrid Laurier of the graduating class. Prof. Torrance, B.O.L., then addressed the graduates in law, commenting on the altered and superior auspices under which they would enter upon the practice of law, in comparison with what would have been their case some time ago. This advantage lay in the labours of the codification commission, about three-fourths of the law being now so codified, and the Hon. Mr. Cartier trusted to see in the next session of Parliament a complete code presented for adoption by the Legislature. All the embarrassment in seeking for authorities from the period of the Roman law down to the statute of yesterday, and which had been such a grievous burden to their predecessors, would be saved them. Still the glorious uncertainty of the law would certainly remain, therefore they need not fear but that there would still be plenty of work for them all. After enforcing diligence upon them, so long as they should continue to be connected with the profession, he alluded to the medal question, hoping that the appeal of the Medical Faculty would be responded to, and stating his conviction that they in the Faculty of Law should have their gold medal as well. Prof. Leach, Dean of the Faculty of Arts, then announced that Gulian Pickering Rixford had complied with all the requirements for a degree of Civil Engineer, which was accordingly conferred upon him.

Principal Dawson now made the announcement for the next session. He stated that the term had been one of the most successful since the founding of the Institution. During the past year there had been 801 students in all Faculties, and of these 47 had graduated, namely, 18 in arts, 28 in medicine, and 11 in law. He desired that any graduate who

did not regularly receive the University Calendar should send his address, that the calendar might be sent to him. It was likewise expected that the graduates would act as agents for it not so much in the interests of the McGill University itself, as in those of the higher education to which the institution was devoted. He then referred to the extreme desirability of drawing closer the relationship between the graduates and their university. Difficulties were experienced in this country in graduates keeping up their connection with the college after they had left its walls. He doubted whether fellowships would altogether answer the end sought. Those who had studied there had ceased to compete for its prizes, and had gone to contend for those of life and of the great world—still the university naturally looked to her children to remember, and benefit her amidst their active pursuits; and the university had given them the opportunity of doing this. The graduates were represented in the governing body, and were going to be so in a yet greater degree; indeed, they would be so to an extent, perhaps, beyond that accorded by any other university. They, the graduates, should unite themselves as a body of men. It was true, they had a graduates' society, but it was small in number. Its members should be extended to wherever there was residing a graduate of McGill College, and by it they should be able to ascertain where every one of her alumni were to be found. The graduates ought to keep themselves fully informed with the history and doings of their University, for they and the public could do many things for it which the Professors were unable to do. With regard to medals, the Faculty of Arts were now highly favoured in that respect, but the professional faculties had, he thought, less need of medals than had the faculty of arts. Indeed, properly considered, the other faculties did share in these medals, for the faculty of arts was the true door to those of the professions. Nevertheless, such distinctions might be awarded in law and medicine to mark their distinguished men, and would do good. But the graduates might themselves take the matter in hand, and as reference had been made to the possibility of the ladies providing a medal or medals for the professional faculties, the graduates in law and medicine might now put to the proof which of the two bodies had the greatest influence with the ladies. The Medical Faculty itself, three hundred strong in Canada, ought to be able to erect a wing to the college for that faculty; and to the graduates in law he would say, let them endow a Law Chair. The valuable library of the late Chief Justice was now for sale; could they not raise the funds to purchase it, and present it to the University library? The law of Lower Canada in regard to the higher branches of education, was in a most disgraceful state; let the graduates take this up, and it would give to them a yet greater weight. The professors wished to see a union of feeling and action amongst the graduates in arts, law, and medicine, for when the former were gone, who but the students that had been trained in the University, could be looked to to support and guide it onward to futurity. The president then made a few remarks, recommending that the advice of the principal be acted on; and hoping that at the next convocation it would be announced that the graduates in each of the professional faculties had subscribed for a medal. The benediction was then pronounced by the Rev. Prof. Cornish, and the meeting separated.—*Witness.*

## XII. Departmental Notices.

### PROVINCIAL CERTIFICATES GRANTED BY THE CHIEF SUPERINTENDENT OF EDUCATION.

The Chief Superintendent of Education, on the recommendation of the masters of the Normal School, and under the authority of the following section of the Upper Canada Consolidated Common School Act. 22 Victoria, chap. 64, has granted to the undermentioned Students of the Normal School, Provincial Certificates of Qualification as Common School Teachers in any part of Upper Canada :

"107. The Chief Superintendent of Education, on the recommendation of the Teachers in the Normal School, may give to any Teacher of Common Schools a Certificate of Qualification, which shall be valid in any part of Upper Canada until revoked; but no such certificate shall be given to any person who has not been a Student in the Normal School."

The certificates are divided into classes, in harmony with the general programme, according to which all teachers in Upper Canada are required to be examined and classified, and are valid until revoked, or until the expiration of the time mentioned in the certificate.

Each certificate is numbered and recorded in the Register of the Department, in the following order :

THIRTY-FIRST SESSION.—DATED 15TH JUNE, 1864.

#### MALES.

##### First Class.—Grade B.

- |   |                             |
|---|-----------------------------|
| 1837 Allan, Absalom Shade(1461.)                              | 1840 Ellis, John Allen.     |
| 1838 Houston, William.  | 1841 Vance, William (1377.) |
| 1839 McCamus, William, (1091, 1842 Wright, Aaron Abel (1169.) |                             |

##### First Class.—Grade C.

#### Second Class.—Grade A.

- |                                    |                                    |
|------------------------------------|------------------------------------|
| 1843 Allen, John.                  | 1861 Murch, Thomas.                |
| 1844 Bingham, James William (473.) | 1862 McCallum, Malcolm.            |
| 1845 Callinan, Thomas.             | 1863 McDonald, John James.         |
| 1846 Earl, Barton.                 | 1864 McIntyre, George.             |
| 1847 McColl, Hugh.                 | 1865 McLim, William Andrew.        |
|                                    | 1866 Nicholson, Thomas (1392.)     |
|                                    | 1867 Rae, Alexander Marshall.      |
|                                    | 1868 Simpson, John William (1785.) |
|                                    | 1869 Smith, William Charles.       |
|                                    | 1870 Wright, George Catley.        |

#### Second Class.—Grade B.

- |                                  |
|----------------------------------|
| 1848 Arthur, Samuel.             |
| 1849 Balderson, Thomas.          |
| 1850 Braiden, Richard.           |
| 1851 Brown, James Burt.          |
| 1852 Campbell, James.            |
| 1853 Ellis, Frederick Llewellyn. |
| 1854 Fraser, John.               |
| 1855 Frazer, George James.       |
| 1856 Fry, Menno Simon.           |
| 1857 Gregory, Thomas.            |
| 1858 Haggerty, Hugh.             |
| 1859 Jennison, Reuben Robinson.  |
| 1860 Metcalf, John Henry.        |

#### Second Class.—Grade C.

(Expire one year from this date.)

- |                              |
|------------------------------|
| 1871 Clark, James Frederick. |
| 1872 Farrington, James.      |
| 1873 Harper, Robert.         |
| 1874 Lowe, Peter (1672.)     |
| 1875 McLean, James.          |
| 1876 McLean, Peter.          |
| 1877 Russell, John Roe.      |
| 1878 Smith, James.           |

#### FEMALES.

- |                                   |                                      |
|-----------------------------------|--------------------------------------|
| 1879 Bell, Mary Ann (1699, 1793.) | 1897 Burwash, Mary.                  |
| 1880 Duck, Mary Jane (1309.)      | 1898 Crawford, Grace (1833.)         |
| 1881 Ross, Catherine McCandide.   | 1899 Donohoe, Anne.                  |
|                                   | 1900 Elder, Christina Hossie (1714.) |
|                                   | 1901 Elliott, Margaret.              |
|                                   | 1902 Gemmell, Jessie.                |
|                                   | 1903 Jackson, Ellen.                 |
|                                   | 1904 Mainprize, Sarah.               |
|                                   | 1905 McIntosh, Margaret.             |
|                                   | 1906 Scott, Eliza Patton (1884.)     |
|                                   | 1907 Scott, Jane.                    |
|                                   | 1908 Sidway, Elizabeth.              |
|                                   | 1909 Sinclair, Janet (1835.)         |
|                                   | 1910 Trout, Harriet Ann.             |
|                                   | 1911 Turner, Maria Jane.             |

#### Second Class.—Grade C.

(Expire one year from this date.)

- |                                   |                            |
|-----------------------------------|----------------------------|
| 1882 Anker, Mary Anne (1496.)     | 1912 Agar, Jane.           |
| 1883 Churcher, Annie (1815.)      | 1913 Campbell, Sarah Anne. |
| 1884 O'Brien, Eliza (1707, 1803.) | 1914 Ousack, Amelia.       |
| 1885 Sullivan, Annie.             | 1915 Marcus, Mary.         |
|                                   | 1916 Marling, Mary Ellen.  |
|                                   | 1917 McBean, Isabella.     |
|                                   | 1918 McLeod, Mary.         |

#### Second Class.—Grade B.

- |                          |
|--------------------------|
| 1895 Aitken, Jeanie.     |
| 1896 Bales, Anne (1831.) |

#### EXPIRED CERTIFICATES.

The certificates of the Second Class, Grade C, granted subsequently to the Nineteenth Session, have been limited to one year from their respective dates. In the *Journal of Education* for July, 1860, for February and July, 1861, for February and August, 1862, for February and July, 1863, and January, 1864, lists of the certificates which had expired up to those dates were published, and the following list shows those which expired on the 15th June, 1864.

#### MALES.

- |                                       |                                      |
|---------------------------------------|--------------------------------------|
| 1671 Jordan, Thomas.                  | 1673 Moyer, Eli Nash.                |
| 1672 Obtained Second Class C, (1874.) | 1674 Rockwell, Ashbel.               |
|                                       | 1675 Obtained First Class C. (1745.) |

#### FEMALES.

- |   |   |
|---|---|
| 1712 Carlisle, Jane.                        | 1717 Obtained Second Class A. (1798.)               |
| 1713 Obtained Second Class A. (1796.)       | 1718 Obtained Second Class B. (1822) and A. (1891.) |
| 1714 Obtained Second Class B. 1900.         | 1719 Lymburner, Eliza.                              |
| 1715 Obtained Second Class B. (1818, 1899.) | 1720 Simons, Theresa Maria.                         |
| 1716 Obtained First Class B. (1795.)        | 1721 Obtained Second Class B. (1827.)               |

\*. A Certificate has no legal value after the date of its expiration.

Education Office,  
Toronto, 15th June, 1864.

ALEXANDER MARLING,  
Registrar.

ADVERTISEMENTS inserted in the *Journal of Education* for 20 cents per line, which may be remitted in postage stamps, or otherwise.

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All communications to be addressed to J. GEORGE HODGINS, LL.B.,  
Education Office, Toronto.

LOVELL AND GIBSON, PRINTERS, YORK STREET, TORONTO.

\* The figures in brackets indicate the number of a previous certificate obtained by the student named.

# JOURNAL OF

Upper



# EDUCATION,

Canada.

VOL. XVII.

TORONTO: JULY, 1864.

No. 7.

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## TOWNSHIP SYSTEM OF SCHOOLS vs. ISOLATED SCHOOL SECTIONS.

As the question of the comparative advantage of the Township System of Schools over the present isolated School Section organization has frequently been brought before the Department of Public Instruction, we purpose giving in this paper the experience of some of the American States in this matter. It will be seen that the testimony of these States is altogether in favour of the abolition of school section boundaries, and the establishment of the townships' system of schools in their place.

The Common School Law of Upper Canada gives every facility for the establishment of the township system; and as the matter is worthy of mature consideration, we direct attention to it thus early in the year so that the alteration, if desired in any particular township, can be made in due time, and take effect near the end of the year, as provided by law.

The provisions of the Upper Canada School Law on this subject are as follows:

*All the Sections of a Township may be united, and a Township Board elected.*

32. In case a majority of the resident [assessed] freeholders and householders of each section at a public meeting for that purpose separately called by the trustees of each such section, express a desire that local school sections should be abolished, and that all their schools should be conducted under one system and one management, like the schools in cities and towns, the Municipal Council of such township shall comply with the request so expressed, by passing a by-law to give effect thereto;\* in which event all the common schools of

such township shall be managed by one board of *five* trustees, —one of which trustees shall be chosen in and for each ward, if the township be divided into wards; and if not so divided, then the whole number of such trustees shall be chosen in and for the whole township, and the election of such trustees shall be held at the time and in manner prescribed in the *third, seventh, eighth, and twenty-second* sections of this Act; and such trustees shall be a corporation, under the name of "*The Board of School Trustees of the Township of —, in the County of —,*" and shall be invested with the same powers and be subject to the same obligations as trustees in cities and towns, by the *seventy-ninth* section of this Act.

## TOWNSHIP SYSTEM OF SCHOOLS IN MASSACHUSETTS.

"As a general fact," says Horace Man, in his *Tenth Annual Report* as Secretary of the Massachusetts Board of Education, "the schools of undistricted towns [i.e. townships not divided into school sections] are greatly superior to those in districted towns [i.e. which are so divided], and for obvious reasons. The first class of towns—the undistricted—provide all the school-houses, and, through the agency of the school committee, employ all the teachers. If one good school-house is provided for any section of the town, all the other sections, having contributed their respective portions of the expense to erect the good house, will demand one equally good for themselves; and the equity of such a demand is so obvious that it cannot be resisted. If, on the other hand, each section were a separate district, and bound for the whole expense of a new house, if it should erect one, it would be tempted to continue an old house long enough after it had ceased to be comfortable; and indeed, as experience has too often and sadly proved, long after it has ceased to be tenable. So, too, in undistricted towns, we never see the painful contrast of one school in one section kept all the year round by a teacher who receives one hundred dollars a month; while in another section of the same town the school is kept on the minimum principle, both as to time and price, and of course yielding only a minimum amount of benefit, to say nothing of probable and irremediable evils that it may inflict. In regard to supervision, also, if the school committee are responsible for the condition of all the schools, they are constrained to visit all alike, to care

\* i.e. Being satisfied that due notice has been given to all parties concerned. The alteration does not, however, take effect until the 25th of December next after having been made.

for all alike, and as far as possible to aim, in all, at the production of equal results, because any partiality or favoritism will be rebuked at the ballot-box. In undistricted towns, therefore, these grand conditions of a prosperous school, viz., a good house, a good teacher, and vigilant superintendence, are secured by motives which do not operate, or operate to a very limited extent, in districted towns. Under the non-districting system, it is obvious that each section of a town will demand at least an equal degree of accommodation in the house, of talent in the teacher, and of attention in the committee; and should any selfish feeling be indulged, it is some consolation to reflect that they too will be harnessed in the car of improvement.

"I consider the law of 1789, authorizing towns to divide themselves into districts, the most unfortunate law, on the subject of common schools, ever enacted in the State. During the last few years, several towns have abolished their districts, and assumed the administration of their schools in the corporate capacity; and I learn, from the report of the school committees, and from other sources, that many other towns are contemplating the same reform."

In a recent report of the Secretary of the Board of Education for Massachusetts, the following important statement is found:—"A very considerable number of the townships have dropped the former mode of dividing the schools according to districts, and have placed the whole matter of their organization and distribution in the hands of the school committee of the township. This change has already been made in about sixty townships of the Commonwealth, and the subject is now more than ever before engaging the attention of other townships, so that the year to come is likely to show greater results than any previous year. The perceptible improvement of the schools in those places which have made the change, is an argument before which nothing can stand, and which is now acting upon the minds of the people at large, with silent but resistless power."

"The clear intelligence, steadiness, and sobriety with which the people are beginning to pursue their object, as contrasted with the adventurous and uncertain efforts in the same direction in former years, is one of the many pleasing indications that the days of turmoil and confusion in settling great questions of school policy are passing away, and a wise regard for the interests of posterity is becoming more and more controlling in the management of this branch of our public interests. It is hardly too much to say that, under the guidance of such lofty sentiments, all the townships of the State will, within a short period, be found adopting that policy in the management of their public school which experience shows to be the best."

"The gradual abandonment of the district system as here stated, results in small degree from its connection with another measure, which has been regarded by the people with great favour, namely, the gradation of the schools. The districts are known to stand directly in the way of this improvement, and receiving a judgment accordingly. It was not until somewhat recently that a subject so important,—so fundamental as that of establishing schools of different grades for pupils of different ages and attainments,—received much consideration from those who alone possessed the power to make the change. Distinguished men had written on the subject; and those who had studied the philosophy of education were generally agreed in respect to it. But it was known chiefly as a theory passing, in only a few instances except in the cities, from the closet to the school-room. By degrees the results of these few experiments became known. Measures were taken to communicate them to the people, the majority of whom were still without any definite information on the subject. From this time, a course of action commenced in the townships which were favourably situated, for trying the experiment, and has been followed up with increasing vigour ever since."

"But what particularly distinguishes the present state of education amongst us from that of former times, is the existence of so many free high schools. Until quite recently, such schools were found only in a few large towns. The idea of a free education did not generally extend beyond that given in the ordinary district schools. All higher education was supposed to be a privilege which each individual should purchase at his own expense. But at length the great idea of providing by law for the education of the people in a higher grade of public schools prevailed. The results have been most happy. High schools have sprung up rapidly in all parts of the Commonwealth; and within the last six years the number has increased from scarcely more than a dozen to about eighty."

"The effect of this change in the school system of this higher order of schools, in developing the intellect of the Commonwealth, in opening channels of free communication between all the more flourishing towns of the State and the colleges or schools of science, is just beginning to be observed. They discover the treasures of native intellect that lie hidden among the people; making men of superior minds conscious of their powers; bringing [those who are

by nature destined to public service, to institutions suited to foster their talents; giving new impulse to the colleges, not only by swelling the number of their students, but by raising the standard of excellence in them; and, finally, giving to the public, with all the advantages of education, men who otherwise might have remained in obscurity, or have acted their part struggling with embarrassments and difficulties."

[The trial of both plans in Massachusetts, and the return to the town system, may be considered decisive of the whole question, because in that State, if anywhere in the Union, the single district plan would be likely to answer the needs of public education, in consequence of the general density, wealth, and intelligence of the population. The whole State is now working under the town system, and with the happiest results.—Ed.]

#### THE SYSTEM IN CONNECTICUT.

A similar change from the old system to the new is slowly progressing in Connecticut. Referring to an enactment authorizing and facilitating this change, the Superintendent, in a recent report, remarks: "Among the objects proposed to be accomplished by this Act are, to simplify the machinery of the system, by committing to the hands of one board of school officers what is now divided between three; to equalize the advantages of the schools, by abolishing the present district lines, and placing all the schools under one committee, thereby also facilitating the gradation of schools and the proper classification of scholars, and the establishment of schools of a higher grade in towns containing a sparse population, and substituting a simpler and more efficient organization."

#### IN PENNSYLVANIA.

The Hon. Henry C. Hickock, the Superintendent of Public Instruction of Pennsylvania, remarked to me in conversation: "The crowning glory of the Pennsylvania school system, in addition to its county superintendency, is its new township plan of government, and the consequent avoidance of the ensmalling of districts."

[In this State, the expedient of sub-districts was tried for a while, but its inconveniences and evils caused it to be abandoned, and it is regarded there as "the only backward step" taken in developing a public educational system. One of the present features of the town system in Pennsylvania, is providing for regular "Town Institutes," or meetings of the teachers for instruction, consultation, and improvement.—Ed.]

#### IN OHIO.

The Hon. H. H. Barney, in his Report of 1855, as Commissioner of Common Schools of Ohio, gives the following Synopsis of the able argument of Dr. Sears, in favour of the township system, and the evils incident to the old district plan. After explaining at great length the nature of these evils, he sums up the whole matter by saying that the schools ordinarily maintained in the districts into which they are divided, are no longer capable of giving the education required by the character of the times; that they preclude the introduction of a system of proper gradation in the schools; that the classification of the pupils is necessarily imperfect, and the number of classes altogether too great for thorough instruction by a single teacher; the fact that the district schools, without any of the advantages of gradation, once answered their purpose very well, does not prove that we need nothing better now; that the old system is much more expensive in proportion to what it accomplishes than the other; that by means of it, hundreds of schools are kept in operation which would otherwise be abandoned, as they ought to be; that in 1849, there were in Massachusetts 25 schools, whose highest average attendance was only *five* pupils; 205, whose highest average attendance was only *ten*; 546, in which it was only *fifteen*; 1,000, where it was only *twenty*; and 1,456, where it was only *twenty-five*. That most of these schools were of so low an order as not to deserve the name, and that the impression which they made upon the agents of the Board of Education, while visiting them, was, that the money of the districts and the time of the teachers and pupils, were little better than wasted; that while some schools thus gradually dwindled into comparative insignificance and worthlessness, others became too large for suitable instruction by one teacher; that another evil almost invariably resulting from the division of the townships into independent school districts, was the unjust distinction which it occasioned in the character of the schools and in the distribution of the school money; that when there was no responsible township school committee authorized to act in the name of the township, there could not be that equality in the schools which the law contemplated; that the inhabitants of one district, being more intelligent and public-spirited than those of another, would have better school-houses—more competent, zealous, and devoted schools; that the smaller and more retired districts, which stood in greatest need of good common schools, because entirely dependent on them, were more likely to languish for want of



public spirit and good management than to be prosperous; that inasmuch as the theory of popular education is founded upon the principle that the public security requires the education of all the citizens, and that it is both just and expedient to tax the property of the people for the education of all the children of the people, and inasmuch as the school-tax is levied equally upon all parts of the township, and as the object contemplated, which alone justifies such taxation, is the education of the whole mass of the population, without distinction, nothing short of an equal provision for all should satisfy the public conscience.

"Whatever diversity of opinion" he adds "may exist among educationists, as to the best manner of constituting Township Boards of Education, there can be but one opinion as to the propriety of having a township school organization. Facts, experiments, the observations and opinions of those competent to judge, have fully settled this matter. It is not, however, so clearly determined whether the School Committees or Boards of Education of townships should consist of three or six persons; one-third to be elected, and the other third to go out of office annually; or whether they should be elected by the township at large, or by the sub-districts. Nor is the principle fully settled, whether a township should be divided, for certain specific purposes, into sub-districts or not. But it is fully settled that if a township is thus divided, the lines of sub-districts should not in the least interfere with the proper classification, gradation and supervision of its schools.

"It is thought by some that to provide the same amount of means and facilities for educating those who reside in the poorer and less populous portions of a township, as for those in the wealthier and more thickly settled portions, would deprive the latter of their rights; just as if the taxes for the support of schools were levied upon sub-districts, and not upon the State and townships.

"If all the property of the State and of the townships is taxed alike for the purposes of educating the youth of the State, there is no principle plainer than that all should share equally, so far as practicable, in the benefits of the fund thus raised, whether they reside in sparse or populous neighborhoods."

#### IN INDIANA.

As Indiana has faithfully tried both systems, and is a sister State of the great North-West, I shall freely cite the results of its Township experience, as contrasted with the old district plan:

"Under the old district system," says Hon. W. C. Larrabee, in his report as Superintendent of Public Instruction in that State, in 1852, "heretofore in use in this State, and until lately in all the Eastern States, serious inconveniences, and sometimes insurmountable difficulties could but exist. I myself came near being wholly cheated out of an education by this most iniquitous system. The township was mapped off into districts by geographical lines. The district boundaries could not be passed. A family must send only to the school to which they may be geographically assigned, though a swamp or a river be in the way, though unluckily they might live on the very frontiers of the district, and their might be in another district a school house provokingly near them.

"Under our present system these districts are utterly abolished. Each civil township forms a corporation for school purposes. The township Trustees are authorized and required 'to establish, and conveniently locate in the township a sufficient number of schools for the education of all the children therein.' Each family may send to any school in the township convenient or agreeable. Whenever any person can be more conveniently accommodated at the school of some adjoining township, or county, he is at liberty to make his own selection, and attend where he pleases.

"This repudiation of arbitrary district lines, and this liberty to the family of choosing a school according to its own convenience and pleasure, is one of the most admirable features of our system. It gives, wherever it has been put to practice, unbounded satisfaction. It only needs, in order to become universally popular, to be understood in its practical advantages. One of the committee who reported the law last winter, a gentleman, whose services and experience in the cause of education render his opinions of great weight, thus writes to me of the operation of this principle in his own county: 'The people express much satisfaction at the provision of the new law, which enables them to make their own selection of schools, unrestrained by geographical lines. A few days ago, I met a farmer, whose name had by accident been omitted in our enumeration. I requested him to give me the number of his children, which he said he would do, as it might be of some advantage to us, although it was of no use to him. I asked him, why? He said the school in his own district was so remote, and the road so difficult, that he had altogether given up sending his children. I told him that districts no longer existed, that he could send his children, without charge, to any public school he might select. On this his countenance directly brightened up. 'Well,' said he, 'there is sense in that. I will send my children to-morrow.' Another ven-

erable man, nearly seventy years old, as he was paying his tax yesterday to the Treasurer, said, 'I have been paying a heavy tax for several years, and have derived no benefit therefrom.' I asked him, why? He answered, 'I reside in a remote part of the school district. It is utterly impracticable for me to send to our school house. There is a school-house in an adjoining district close at hand, but I have no right to its privileges.' I told him that senseless obstacle had been removed under our new system. He could now send to school, if more convenient, in an adjoining township, or even in an adjoining county. 'Well,' said he 'I shall hereafter derive some benefit from the school system.' Wherever this principle is understood by the people, it is popular."

"In such a territory as ours, in many parts nearly roadless, and intersected by bridgeless streams, in some of the northern counties, obstructed in communication by impassable swamps, such a system is the only one promising any success. It is indeed strange, that the people have so long submitted to the district system, so replete with inequalities, injustice, and inconveniences, and deficient in redeeming qualities. So true it is, that we often remain, for a long time, unaware of the serious inconvenience and injury we suffer from imperfection and abuses to which we are accustomed. But when the remedy is discovered, and the corrective applied, we wonder how we could so long overlook so simple a remedy for so serious evils.

"Indiana," says Mr. Larrabee, in his report of 1853, "was the first State to abolish the old district system. But not the last. Ohio has followed in her footsteps. Massachusetts is preparing to follow, and in a few years the township system will be the rule, and the district system only the exception, in more than half the States of the Union. It is conceded on all hands, that this system will, in the end, when fully developed, work out the most favourable results. It is the only system by which we can make any tolerable approach to equality in educational advantages for all parts of the State."—*Wisconsin Journal of Education.*

## II. Papers on the School.

### 1. CLAIMS OF THE PUBLIC SCHOOL.

Experience has demonstrated the truth of the assertion, that "liberal appropriations, and legislative enactments, cannot, of themselves, impart to any system that vitality essential to success." An enlightened public opinion is absolutely prerequisite to ultimate and permanent success. Law is but a dead letter, a lifeless skeleton. Well directed popular will is not a creature of impulse. It is controlled by motives that are first approved, then felt. The heart must be trained to feel, after the intellect has been trained to perceive the claims of any cause upon us for sympathy and support. Especially is this true of the great cause of popular education, which touches us at more points, and affects more interests than any other. The social, the political, the physical, the intellectual, the moral interests of our children, are intimately connected with it. It appeals to us as parents, as citizens, as patriots, and as philanthropists. A few of its claims upon us I will briefly adduce:

1. It is a supply exactly adapted to the want.

The mind of the child ever seeks for something wherewith to satisfy its longings. The public school comes to the restless and absorbent mind with the invitation, "take freely of the good things I bring you, and be filled with the blessings I have in store for you."

2. It is the only supply that will meet the necessities of the larger part of our people.

*Family instruction* will not meet the demand. Some parents are morally unfit to become the teachers of their children; some have not sufficient training themselves; many have not the time that can be spared from other and pressing duties pertaining to the physical comforts of their families. Take from the whole number of parents, those who can not, and those who will not, properly instruct their children, and comparatively few remain.

*Private enterprise* will not meet the demand. According to the last census, but one out of thirteen of the pupils of the United States is enrolled as attending private schools of all kinds and grades. This estimate embraces all the States of the Union, some of which have no public school system.

The census reveals, also, one other fact bearing directly upon this point. The number of persons, natives of any State, who can neither read or write, is in reverse ratio to the interest manifested in public school enterprises. I use not this argument to discourage private enterprise, but rather to show that this alone is an unsafe reliance. Colleges, academies, and seminaries, are of necessity confined to narrow spheres of direct labor, though their indirect influences are unlimited. They are the most efficient where the field is prepared by public enterprise.

3. It is a home school.

Much of the future success of the child depends upon his early habits. The most impressible years of our lives are those of early childhood. These, too, are fraught with most danger, because while most impressible, the mind and heart are least able of themselves to resist evil influences. The watchful eye, and yearning heart of the mother, the care and counsel of the father, are needful helps to a successful resistance of such temptations as are always addressed to the young. How true is this when the witching hours of night throw a mantle over the deeds to which the unsuspecting are so often invited. How much does the true parent prize the opportunity of keeping his loved ones by his side during the evening, and of enlivening the circle gathered about the fireside, with innocent amusement, and social chat. How far above all price must be that institution which will enable him to educate his children within reach of home influences. Such an institution is the public school. The physical well-being of the child, as well as his moral welfare pleads for these home schools.

Society is made up of individual homes, hence :

4. Society is improved by the public school. Statistics show that very few of the pupils who are in constant attendance upon our free schools, ever become criminals. Close the doors of all the public schools of this State to-day, and let private enterprise spring to its fullest possible stature, and a large majority of the children would be at once thrown into the street, to be trained there for the prison, or the poorhouse, or at least to be contaminated by influences clustering about the street schools.

5. By educating the labor of the country, it develops Inventive Genius, and thus increases wealth.

Labor and thought united, have cultivated broader fields, have whitened more seas, have turned more spindles, have dug deeper mines, than man's unassisted hands could have done. By aid of machinery the wealth of the country is increased. The productive industry of the United States has increased twice as rapidly as the population has increased. The Public School has had much to do with this, as is shown by the fact, that the States where the Free School interest has been most largely fostered, have been most productive in useful machines. The following statements, from the *Scientific American*, will show the wonderful stimulus given to productive industry by inventions :

"COTTON.—One man can spin more cotton yarn now than four hundred men could have done in the same time in 1760, when Arkwright, the best cotton spinner, took out his first patent.

"FLOUR.—One man can make as much flour in a day now, as a hundred and fifty could a century ago.

"LACE.—One woman can now make as much lace in a day as a hundred women could a hundred years ago.

"SUGAR.—It now requires only as many days to refine sugar as it did months thirty years ago.

"LOOKING GLASSES.—It once required six months to put quicksilver on a glass ; now it needs only forty minutes.

"ENGINES.—The Engine of a first rate iron clad frigate will perform as much work in a day, as forty-two thousand horses.

Not only have the productions of the country largely increased, but the reflex influence of increased facility in manufacturing, has afforded to laboring men leisure for improvement. That this leisure is sometimes abused in indolence, dissipation, or luxury, is no argument against the advantages it affords. By many it is improved in reading and study, to that cultivation of the mind and heart which will make the better citizen.

6. No system of schools has greater pecuniary advantages than the system of free schools.

I use this last, though to every intelligent mind, it is the least important of all the claims of the public school. What has been already said will prepare us to expect great pecuniary advantages accompanying more productive labor. Educated labor is by far the most profitable. Many large manufacturing establishments have, after diligent examination, found a difference of fifty per cent. in its favor.

The same intelligence that gives to the laborer more complete mastery over his own and other powers, and enables him to use to better advantage the material placed in his hands, also saves him from many expensive habits, and from practices that lead to crime ; so the money is saved, as well as earned.

Other schools than the public school secure the same results so far as they go, but they do not reach so many of the laboring class. Could their benefits be as general, they must be more expensive. Herein consists the direct pecuniary benefit of our free school system.

The actual expenses of the schools of Wisconsin for the past year have not exceeded three dollars per scholar. As the State increases in wealth and population, the relative expenses of her schools will be diminished. Ohio schools cost but \$2.07 per scholar ; New York schools \$3 per scholar ; Pennsylvania schools cost \$2.15 per scholar.

Before Wisconsin reaches the age of either of the States named, her schools will cost less than theirs.

The cause thus urged pleads with parents, that they furnish their children with the means of education as cheaply as possible, consistent with their highest interests, and at home, where they may care for their physical and moral training ; with citizens—that they recognize the debt they owe to society, and provide liberally for that culture which shall make their property safer and more productive ; with patriots—that they prepare well those to whose hands the institutions of our beloved country are soon to be committed ; and with you as legislators—that you recognize the sacredness of this trust committed to your care by parents, citizens and patriots—that you shield it from all harm, and foster its interests in whatever way your wisdom and intelligence may direct.—*Report of the Hon. J. L. Pickard, Supt. Public Instruction, Wisconsin.*

## 2. THE TWO PROMINENT DEFECTS IN SCHOOLS.

Allow me here to call your attention to two prominent defects which seriously affect the health and improvement of your children. The first is a want of suitable

### VENTILATION

in your school-houses. The subject is so important that it must not be passed over without comment. No fact is more evident even to common observation, than that pure air is indispensable to health ; yet there are but few school-houses in the State of Vermont, and not more than one or two in Brattleboro', in which pure air can be breathed for three hours during a winter's day.

We may give our children the hard fare at home which was the common ration of other days ; we may provide for them the hard benches and uncomfortable arrangements of old-fashioned school-houses, if we will but give them the fresh air there provided by loose windows and spacious open fire-places. But we cannot without guilt shut them up for six hours each day in a small, tight room, warmed by a box-stove. Such an atmosphere poisons the blood, drains the vitality, and lays the foundation of a hundred forms of sickness and suffering. Without pure air, the circulation of the blood, instead of a current of life, becomes a current of death, diffusing itself through a million of channels into every part of the system.

Would parents buy a solution of arsenic or corrosive sublimate at the druggists, and inject it into the veins of their children ? This would prove no more fatal than to inhale the poison of the bad air which they are compelled to breathe in most of our school-houses day after day and week after week. The only difference is, the one is a rapid and the other a slow process of poisoning.

When the school-room is first opened, the air may be comparatively pure, but in a short time the fifty pairs of lungs have consumed nearly all the oxygen, and the vicious compound that remains stupifies the intellect, and by slow degrees saps the very life blood.

This is not all theory, but the simple truth, and it is of fearful import to our children. Partial ventilation is secured in a few of our school-houses, but most of them are entirely destitute of any means for the circulation of fresh air, and hence cannot be safely occupied.

The second evil alluded to above, is the too frequent

### CHANGING OF TEACHERS.

If you have a poor teacher, change as soon as possible ; for a poor school is much worse than no school at all. But if you have been so fortunate as to secure a good teacher, retain that teacher at any reasonable expense. The habit of exchanging teachers twice or three times a year is ruinous to the welfare of our schools, and for obvious reasons.

The permanent, successful teacher, re-opens his school after a short vacation. He is cordially greeted as a friend and benefactor by loving and confiding pupils. He knows every class and every scholar. On the first day his school is in working order. All enter upon their duties with interest and zeal, and the experience of previous terms in the same position, enables the teacher to adapt his instruction to the character and standing of his pupils, and the happiest results follow. But let that same teacher enter the school for one term only ; what can he know of the character and peculiarities of his pupils ? What motive can he have to adopt and carry out a systematic course of instruction, when he knows that his successor will introduce a new and entirely different course ? What is there to awaken interest in his pupils or enthusiasm in his work, when he understands that as soon as he is fairly initiated, a stranger is to take his place, perhaps to undo all that he has done for the permanent improvement of his school ?

And can the scholars settle down to patient and earnest application, when all their time, term after term, is spent in experimenting with new teachers and new means and methods of instruction ?

Apply this principle to business matters. What would be thought of a semi-annual change of clerks and book-keepers in our mercantile establishments; or of agents and overseers in our factories, or of financiers in our banks, or masters for our merchantmen, or commanders for our iron-clads, or of engineers for our railroad trains? Shrewd business men make no such blunders. Still the changes here indicated would be less disastrous than in the management of our schools. We need first, efficiency, and then permanence in the teachers of our children. But I will not argue the question further.—O. (*Supt. Report*) in the *Vermont Sch. Jour.*

### III. Correspondence of the Journal.

#### 1. ON THE EVIL OF THE FREQUENT CHANGES OF TEACHERS, AND THE REMEDY.

(To the Editor of the Journal of Education.)

That it would be greatly to the benefit of common schools were there fewer changes in the teachers employed, none will, I think, venture to dispute. All must admit that a half yearly, or yearly change, must be not only injurious to the pupils, but a pecuniary loss to the parents. Is there a teacher who can, during the first two months of his engagement, do more than prepare his scholars to receive instruction by his method, and to obtain such a knowledge of them as will enable him to educate them aright—to confirm the good and eradicate the evil. Here then is an unnecessary loss of time to the pupil, and an expense to the parents, for which nothing is received. I must of course be understood to refer to schools in which a good method of imparting instruction to, and a right principle of educating, the youthful mind had previously existed. Where this has not been the case, of course the new teacher has the opportunity of doing more real good during the early part of his engagement than at any after period, by counteracting the evil already done, and in a garden run to waste, rooting out the foul weeds, and encouraging the growth of the flowers.

But, I may be asked how can these frequent changes be avoided? If teachers do not suit, must they not be discharged, and others procured? Undoubtedly; but in how few instances comparatively is this the real cause of the change. More usually it proceeds from a desire of the teacher to better his position, even though by relinquishing his present employment he may chance to "go further and fare worse;" frequently, too, it arises from the incapacity of trustees to judge of the merit of those whom they employ. Upon the latter cause I have, at present, no intention to dwell, beyond remarking, that it will be found difficult to remove, until education is more generally diffused, and its benefits in every walk of life more universally acknowledged, with the former I have chiefly to do in these remarks.

One means of removing this, one of the most frequent causes of change, will be found in the employment of a class of men, to whom removal from place to place is irksome and disagreeable. When, however, is such a class to be found? I answer, amongst married teachers.

I know not whether the experience of others bears me out, but my own enables me to assert, that the most successful instructors and educators are to be found amongst those who are the heads of families. Far be it from me to insinuate that there are not many, very many, worthy young teachers, whose whole energies are devoted to their professional duties. Whether it be, or be not, granted, that married men are better than others as teachers, affects not the main part of my argument. That a single man will look with as much dread to a change of situation as one with a wife and family is hardly to be expected. The former, indeed, frequently delights in thus forming new acquaintances, whilst the latter dreads a removal as a cause of much inconvenience and annoyance, and frequently of considerable pecuniary loss. Let this point be granted, and it behoves all to encourage the influx of such men into the ranks of the calling. The question now naturally arises, how are such men to be allured to determine to devote themselves to this important duty, ranking next only to the duties of the minister of the Gospel.

With what object in view do, if not a majority, a very large minority of our teachers enter the profession? It is undoubtedly to procure the means of enabling them to enter some more lucrative calling. How few, how very few, determine to devote their whole lives to the charge of the youth of the land! How many will resist the temptation offered by some employment which will give them more means at their disposal to procure the luxuries of life? Indeed, not many. The cause which produces all this is the cause which excludes those whose particular interest it would be to avoid changes; it is the low rate of wages paid. This we cannot hope to be remedied at once; much has already been done during the past ten years, much more will yet be done. But there is one point for which I would ask the earnest consideration of all parents and trus-

tees. In how many of our school sections are there teachers' residences? What effect would be produced were there in every section erected a comfortable house, with a small garden attached? Would not those who, I have shown, would endeavour to avoid all change, cleave to the profession, especially if this were made an item, not to be valued and deducted from their salaries.

A word to married men, and I have done; they have advantages over others, as teachers, of which they should earnestly avail themselves. As heads of families, they have many more opportunities of becoming acquainted with the youthful mind, and adapting themselves to its wants and capacity. Their influence for good or evil is greater, inasmuch as their example is likely to be followed by many of their pupils. Their homes should be models of neatness and order, for who can tell what effect may thereby be produced upon many of their careless neighbours; particularly is this the case in rural sections. Let them, however, not expect to be at once appreciated at their full value. By, even at some sacrifice, steadily adhering to their profession, remaining if possible in the one section they will ere long become respected and valued even for what they are worth.

BENEDICT, COUNTY OF BRUCE.

#### 2. RIGHT MOTIVES IN TEACHING.

The mind of man is capable of forming a vast variety of projects, of thoughts innumerable, of designs and opinions without end, but they are invariably tinged with that motive which gave rise to them, every thought, every opinion is marked by the peculiarity of each individual mind, some may be traced to their true source, others are so garbled as to hide the true motive power, but an influence still lurks there, and aids more or less in the fulfilment of any design.

The peculiar opinions of two different persons cause them to pronounce different judgments upon the same subject, the same book is read by each, and each takes a different view of it; the opinions of men are but a reflex of the mind, and they are consequently as diverse as the various circumstances that have aided in the formation of the mind. The actions of men are no less influenced by their thoughts and opinions, than are those opinions by the circumstances that tended to the formation of them, from the motive that actuates any one in the prosecution of any enterprise, may we form a just conclusion of the result, or of the manner in which that enterprise will be carried out, and conversely from the manner in which any work is executed may we frequently judge of the motive that prompted to it, for the effectual working out of any design depends to a great extent upon the motive from which that design was engaged in; if it be a just and good one then will the work be carried on vigorously and enthusiastically, and success will commonly be the result, but if that motive be an improper one then will the work too often be slovenly, tedious and unpleasurable, frequently terminating in defeat and disgrace; and perhaps in no work in which man can engage will the motive power that prompted to that work be more observable, will more effectually tinge it than in the teaching of the young. Some works are calculated to give pleasure, even to those who take no interest in them, while engaged therein, others may be highly remunerative, which in itself will tempt many to prosecute them with vigor, even though the motive for engaging in them be the very unworthy one of remuneration only; yet will the work be looked upon more as a disagreeable task, ready to be given up at any moment, than if it had been engaged in from a good motive, in which case the circumstances connected with the work, that in themselves render that work pleasing, will but add a fresh zest, will but give a greater vigor to the full and right prosecution of it; but such, every one knows, is not the case with the work of the teacher, few things present more difficulties, few are attended with greater annoyances, more trying to the temper than the education of the young, while few occupations are more poorly remunerated, hence there is nothing in the mere routine of the work calculated to render it pleasant, therefore many, very many, are ready to say that the annoyances are so great, the trials so varied and peculiar that they could never teach a school, neither could they unless they felt most thoroughly interested in their work, then there is much connected with it to render it not only pleasing and agreeable but one of the noblest work in which man can engage.

Every one who undertakes the education of the young must be imbued with a deep, sincere philanthropy; no one can fail of seeing that crime, misery, and wretchedness are rampant throughout the whole human family, the educator must be actuated by a desire to lessen these evils; nothing will perhaps more surely do so than wide spread thorough education, it may be that the sphere in which the work of the teacher is immediately carried on, is a small one, but his influence is not confined to the school room; as the small acorn rises into the great oak, spreading its branches on all sides, scattering seed all around, so will the influence of the teacher be

felt throughout the neighbourhood in which he resides, every seed planted by him will grow and ripen, and will itself give seed to disseminate and to perpetuate the good work.

The creator formed man with a mind capable of vast improvement; that mind was formed to reflect the glory and honour of Him who made it; the teacher's motive should be to draw out and to train each mind with which he comes in contact that it shall reflect that glory in the highest possible degree; he must be actuated by a pure desire to elevate the character, to extend the influence, to raise the standard of morality of his fellow mortals, assured that in so doing he is increasing their happiness as individuals and their prosperity as a nation; he must throw aside all thoughts of aggrandizement of worldly honour and pecuniary reward, content to work unknown and unrewarded, trusting and looking to himself for all earthly reward, which will be the proud consciousness of having performed an arduous and laborious duty to the full extent of that ability with which he is endowed; if he can enter upon his work in such a spirit and from such a motive, success is all but certain, for every earnest sincere effort which is put forth in any cause is a certain step towards success.

L. E., Esqueasing.

#### IV. Papers on Practical Education.

##### 1. THE POWER OF PICTURING.

BY THE REV. JOHN CURWEN.

The power of picturing, as Fenelon would call it, is even more valuable to the teacher than to the preacher. We all like pictures. See how eagerly boys and girls and sober grandpas peer into the pages of *Punch* and the *Illustrated London News*. But if we could make the pictured things move and speak, and think and feel before our eyes, how much more impressive the picture would be! Well, the Sunday school teacher can draw this more impressive picture. He has only to make the imagination of childhood, with its wondering eyes, the canvas on which he paints, and to use for brush and colour his own intense sympathy with every detail and with the whole spirit of the event which he describes. He must throw himself into it. He must forget himself in the picture he is drawing. He must vividly see everything he speaks of. There is no drawing a picture worth a child's looking at in an off-hand, gentlemanly sort of way, as if you were ashamed of what you are doing.

There are three ways of telling a thing,—*declaratively, pictorially, and dramatically*. If you want your pupils simply to know a dry fact, without caring much to fix it on the memory, or to make it touch the heart, tell it declaratively. If you wish to do more, then hang up a picture of it in the child's mind,—give it pictorially. If, for some special reason, you wish to produce an indelible impression on mind and heart, then, as far as may be, act the thing,—give it dramatically. Jacob Abbott, in those two wonderful chapters on children in his "Way to do Good," admirably illustrates these three plans. He gives the following narrative in the *declarative* manner:—

"A man had a fine dog, and he was very fond of him. He used to take a great deal of care of him, and to give him all he wanted; and, in fact, he did all he could to make him comfortable, so that he should enjoy a happy life. Thus he loved his dog very much, and took great pleasure in seeing him comfortable and happy."

Next he puts it *pictorially*:—

"There was once a man who had a large black-and-white dog, beautifully spotted. He made a little house for him out in a sunny corner of the yard, and used to give him as much meat as he wanted. He would go sometimes, and pat his head, while he was lying upon his straw in his little house. He loved his dog."

I learnt a valuable lesson in my Sunday school labours by hearing an infant school teacher at Great Torrington, in Devonshire. She wished to make her children remember the story of the Deluge. For this purpose she began "picturing", with the tone and manner of deepest sympathy with the sufferers, but of horror for their sins. "The people fled to the tops of the highest hills, but still the waters gained upon them. They saw their brothers and sisters, who had taken refuge on some rock not so high, swept away by the waters. They heard the shriek of despair from those whom they could not help. They fled to a lofty tree, but still the whelming waves rose higher. At first they washed over their feet—then came up to their ankles—and then to their knees—still rising higher and higher. Now the water has reached their breast; now—now—they gasp for breath"—the children uttered an involuntary shudder, as if themselves struggling with the water—"Ah! aha!"—"they, too, were swept away!" continued the teacher. \* \* \* "Dear children, we, like them, are sinners; we, like them, must be swept away, if we do not seek the love of Jesus. Jesus can forgive! Jesus can save! Jesus is our Ark!" Not the youngest child in all that school will ever forget the story of the Deluge, and its lesson.

A young minister once proposed to his friends that they should establish a Sunday school for infants, in which a collective lesson should be given by the Superintendent, which should afterwards be given over again by the young teachers to their separate classes, while some text was taught which bore upon the lesson given. A public appeal was made for some one to superintend and teach this school. After waiting some days without a volunteer, to the minister's great dismay a gentleman offered himself for the work, whose class of young people had recently dwindled away under his hands. The minister felt constrained to set before him the great difficulties he would find in such an undertaking—the difficulties, for instance, of getting the attention of a room-full of little children, the increasing difficulties of keeping that attention when once it was won, and the higher difficulty still of so engaging that attention, as to stamp upon it some earnest moral lesson. He said, "I know, sir, I am not fit for it, and I would not offer myself if there were any one else to do the work. But if you think I can, by any labour, *make myself fit for it, then the work shall not be left undone*." This was brave. It gave the minister a ray of hope. He thought of the old motto "What man has done, man can do." He said, "can you give two hours a day, for three weeks, for preparation?" The gentleman had a very extensive and engrossing business. He could not get two hours a day without rising at four o'clock in the morning. He promised to do so, and he perfectly fulfilled his promise. The minister asked him to take Mrs. Hooker's "Sketches from the Bible" (an exquisite model of speaking to young children); to read aloud the first sentence, to do so twice or three times, and to do it thoughtfully; then to close his book, and write the sentence from memory, not allowing himself on any account to open his book again until he had written down his best remembrance (however imperfect) of the sentence in hand. When the sentence was written he was at liberty to open his book and correct it. After this he was to take the next sentence in the same way; and as soon as his memory could bear it, he was to take two sentences at a time. The minister's persevering and devoted friend did this, and his mind and memory became thoroughly imbued with Mrs. Hooker's style of language, and with her mode of putting things before the mind of childhood. After a week's work the gentleman said, "No doubt, sir, this is doing me good; but what am I to do for Sunday's lesson?" The minister's advice was—"Don't think of being original! you must first imitate well. Stand up and say to the children just what Mrs. Hooker says in the first few pages. But expect to break down three times, for the intent eyes of little children are very confusing, till you feel free, and can join your heart with theirs. Some people, too, are put out in their first attempts to speak, by the sound of their own voice. I should advise you to practise giving the lesson *aloud*, in your own little room, while you try to imagine the sparkling eyes of the children before you." Next Sunday our friend came to his minister, and said, "I did what you told me, sir; did it all. But I didn't break down!" "Ah! but you will very likely break down next time, and you must not be discouraged if you do." However, our friend fulfilled all the young minister's prophecies, except this of "breaking down!" In a little time he took his models from the "Peep of Day" and "Line upon Line," and Stow's "Bible Training," and Jacob Abbott's works; and before long he brought to the minister his first sketch of an original lesson. Very soon the infants' classes became a delight in the neighbourhood, and the young assistant teachers were passing through a course of training for higher usefulness. For twenty-two years this gentleman has continued these fruitful labours; and the minister still lives to thank God that he was permitted to give the simple counsels which laid the foundation on which these labours have stood.

When, like this gentleman, you have won this power of picturing, let me warn you never to use it for mere amusement. Never in Sunday school draw a picture only for a picture's sake. Always have some truth on which to throw light, some moral lesson to impress. But covet earnestly this good gift. If you wish to win the attention of children at any moment of flagging interest, then learn the art of picturing. If you wish to fill their thoughts with the loveliest and holiest things, then make their imagination a picture gallery for the life of Christ.—*Eng. & S. Teachers' Mag.*

##### 2. REAL PROGRESS IS ALWAYS SLOW.

The enthusiastic teacher is often discouraged because he sees no striking results of his labour. After toiling earnestly through the week, he finds that only now and then a scholar can answer half the questions on review, and he feels ready to say, with the "desperate woman" who sings the "Song—not of the Shirt,"

"After all my toil and woe,  
What are the wages? just question them nights  
And see how little they know."



But since the time the tortoise reached the goal before the hare, real progress has been slow. By a law of nature, that which *lasts* matures slowly: Mushrooms spring up in a night, but they die as soon. The annual plant buds, blooms, and produces fruit the first summer, but the early frost kills it.

Though "tall oaks from little acorns grow," they require a century to reach perfection. The dew, the rain, the sunshine, and all the agencies of growth, can produce but one layer of the wood in a season; but that layer is composed of materials so firm and so compactly arranged, that they long resist the power of decay.

Mental development is the growth of time, and mental power the result of long training and action. A teacher once told a *primer* there was "no royal road to geometry;" and there is, as yet, no railway up the Hill of Science. There are improvements in the methods of teaching, and the teacher should avail himself of every aid; but "learning made easy" will make no intellectual giants. He who learns algebra with a "Key," and "Greek in six lessons without a master," will be an ephemeral scholar. Mental strength comes from grappling with difficulties, from the trial of severe study, and the triumph of long application. Some of the greatest men the world has known, showed no peculiar talent when boys. Walter Scott was said by his teacher to have the "thickest skull in school." It is said that Barrow, the greatest scholar of his age, was pronounced a blockhead by successive teachers; and his illustrious pupil, Newton, had been declared fit for nothing but to drive a team. Thackeray, a bright literary star that has just passed from our field of vision, was in school "distinguished for nothing in particular." It is related of Story, the eminent jurist, that when he undertook to read Coke on Littleton, and "strove in vain to pore his weary way through its rugged page, he was filled with despair. The tears poured from his eyes upon the open book. Those tears were his precious baptism into the learning of the law. From that time forth he persevered with confirmed ardour, and confidence." Daniel Webster could not *declaim* in school. He says, "I believe I made tolerable progress in most branches, but there was one thing I could not do. I could not speak before the school. Many a piece did I commit to memory, and recite and rehearse in my own room over and over again; yet when the day came, when the school collected to hear declamations, when my name was called, and I saw all eyes turned to my seat, I could not raise myself from it. Sometimes the instructors frowned, sometimes they smiled. The kind and excellent Buckminster always pressed and entreated most winningly that I would venture, but I could never command sufficient resolution." Webster became the unrivalled orator only by determined will and frequent trial.

From such instances the faithful teacher may learn never to be disheartened. Labouring earnestly, he must wait patiently for results. Schiller says, "Give the world under your influence a *direction* towards the good, and the tranquil rhythm of time will bring its development."—M. M. F. in *Iowa School Journal*.

### 3. VACATION.

Ho! for vacation, for the glad time of re-unions and rest, of laughing and laziness, of lying on the grass in the cool shade, with nothing to do but dream, and read, and listen to the pleasant voices which have been silent to us so long.

God bless the man who invented vacations.

Every body needs a vacation now and then.

Professional men, mechanics, merchants, house keepers, sewing-women, students, and workers of all kinds. The wear and tear of business, year after year, are too severe for most organizations; and unbroken routine where the labor is not severe, coils like an anaconda around the spirits and the life.

Custom has shown one favor to teachers which it has denied to most men of business—it has granted them vacations.

This seems an absolute necessity. A teacher, working earnestly even six hours a day, and keeping up his labor year after year, would find himself exhausted even to perfect prostration much sooner than men of any other business. Teaching is more than unrelaxed toil—it is more than the unbroken routine of the book-keeper or the compositor—it is giving away life and vitality, and there must be times for recuperation.

Few people understand this who have not taught, or had friends teaching whom they have seen grow pale and careworn and sick even beyond recovery.

A gentleman of considerable intelligence once asked me why I had such long vacations—wasn't it better to keep the children in school constantly? (probably his children were a care and a trouble at home during vacation). I told him even if it were better for the children I did not wish to murder myself. He expressed considerable astonishment when I informed him that teaching was hard work. He had always supposed it was a genteel, easy, pleasant way of passing

the time, and ~~undisturbed~~ by those who needed money, and were too lazy or too proud to work.

Pupils as well as teachers need vacations; not little children, but pupils who have learned what it is to study, who devote several hours out of school each day to their books. They need a spell of forgetfulness, a time for romping and rambling and visiting. Then they return to their books with greater zest, with fresh elasticity of spirits, and more strength to bear them through their duties.

Vacation time is at hand. In a few weeks how many school rooms will be filled with gloomy silence and how many hearts will be leaping with the joy of freedom.

A school room in vacation time is as sombre a thing as one can imagine. It is shadowy and dingy and full of lonesome silence. Its reticence seems stubborn and almost ominous.

It would seem to hint at many secrets which had weighed it down but which it will never utter. Sometimes if you visit it with merry friends, it seems to have drawn down the corners of its mouth in sullen gloom, and hollowed its cheeks and closed its eyes to a long mournful meditation. Your gay friends laugh, and you could almost laugh too at its solemn air, but when they leave you alone and you remember how it has held so many sunny faces, and listened to so many kind words and grand thoughts, and been the altar of so many sacrifices, and the sanctuary for such aspirations and worships—when you remember how tenderly it has answered the laugh of fresh and happy voices, and is now silent and sad, waiting for the dear ones to return, you can laugh no more, but look tenderly upon it as a shrine—a sanctuary.

Pupils and teachers are away, scattered, gone to their homes or on visits to friends.

Vacation is the grand visiting time of the year. Homes receive the dear ones who have been absent a term or a year, and many who have been at home in school flit away among friends, and there is a jubilee of visiting and recreating.

We date events from vacations. They are the mile stones on our journey.

These vacation times in life are the oases to which memory forever reverts. But in our happiness we should not forget those to whom life grants no vacation, who must toil incessantly lest wolfish eyes gleam in at the door. But for such, and for us all, a long summer vacation will come when we shall have left the hard toil of hands and the fear of the gleaming eyes, the blackboards and grammars, the worry and the work of the school and the world forever.—H. M. P. J. in *N. Y. Teacher*.

## V. Papers on Education in England.

### 1. EDUCATION IN ENGLAND, 1863-4.

The Parliamentary "Blue-book" on the state of education in England, just published, contains some interesting statements. It appears from the general report that the inspectors, in the year 1863-4, visited 11,230 daily schools, or departments of such schools under separate teachers. They found present in them 1,092,741 children, 9,481 certified teachers, and 13,840 apprentices. Of the schools or departments, 2,849 were for boys only, 2,357 for girls only; in 4,431 boys and girls were instructed together; 1,690 were confined to infants (children under seven years of age); and 284 to night scholars. Of the children 600,075 were males and 492,666 were females. The female scholars were 45.08 per cent. of the whole number, which is the highest per centage yet reached. The difference of the per centage of female scholars is explained by the demands of a poor man's home upon the services of his daughters, particularly as the nurses of younger children, from a very early age.

The inspectors also visited 40 separate training colleges, occupied by 3,109 students, in preparation for the office of schoolmaster or schoolmistress. In December last these students and 2,122 other candidates were examined for the end of the first or the second year of their training, or for admission, or for certificates as acting teachers. The inspectors also visited 179 schools for pauper children, containing 12,455 inmates, and 26 industrial schools, containing 2,159 inmates.

During the year 1863, as compared with 1862, the number of schools or of departments of schools under separate teachers which were actually inspected was increased by 312, and the number of children by 55,315. The number of certified teachers was increased by 503. The number of new schools built was 125, comprising, besides class rooms, 191 principal school rooms, and 82 dwellings for teachers; 50 other schools were enlarged, improved, or furnished afresh; accommodation was created for 27,098 children, exclusive of the schools improved or newly furnished, but not enlarged.



## 2. THE ENGLISH EDUCATION ESTIMATES FOR 1864-5.

		ESTIMATE.		1864-5.	1863-4.
				£	£
Annual Grants remaining to be paid according to the Code of 1860 :—					
Scotland, Elementary Schools for one third of year				25,000	
Pensions				650	
				25,650	316,221
Annual Grants to Elementary Schools under Articles 38-83 of the Revised Code (1864) :—					
England and Wales, 970,559 day scholars, at 9s. 3d.				402,633	
Scotland, two-thirds of 177,904 day scholars, at 9s. 3d.				54,864	
Great Britain, 40,000 night scholars, at 7s. 6d.				15,000	
Stamps on Pupil Teachers' Agreements				400	
				472,887	239,146
Grants towards the building, enlarging, and furnishing of School Premises in Great Britain, under Articles 22-37 of the Revised Code (1864), repeated from the Code of 1860				45,000	70,000
Grants to thirty-nine Training Colleges, under Articles 94-102 of the Revised Code (1864)				91,500	103,605
Administration :—See detail below.					
For Inspection				56,430	
For Office in London				21,437	
				77,867	72,030
Poundage on Post Office Orders				2,500	3,000
				715,404	
Less, Estimated Saving under the Minutes of 19th May, 1863, and 11th March, 1864				10,000	
				£705,404	804,002

		DETAIL OF ESTABLISHMENT.			1864-5.	1863-4.
		Minimum.	Annual Increment.	Maximum.	£	£
Numbers. 1863-4. 1864-5.		£	£	£		
Establishment (Office in London) :—						
1	1 Vice-President	...	...	...	2,000	2,000
1	1 Secretary	...	...	...	1,500	1,500
2	2 Assistant Secretaries	700	50	1,000	1,962	1,920
10	10 Examiners	300	25	650	4,420	4,255
2	2 Clerks (vacancies not to be filled up	110	15	300	575	545
48	54 Assistant Clerks	100	5 & 10	300	8,185	7,345
1	1 Private Secretary to Vice-President	...	...	...	150	150
1	1 Advising Counsel	...	...	...	400	400
1	1 Architect	...	...	...	400	400
1	1 Accountant	300	15	450	345	330
Inspection :—						
60	64 Inspectors—Salaries	200	{ 50 every 4th year. }	600	29,600	26,175
	" Allowance for personal expenses	...	...	...	16,380	15,302
	" Reimbursement of actual cost of travelling	...	...	...	6,400	6,508
	" Assistance in holding examinations under the Revised Code	...	...	...	...	5,000
10	20 Inspectors' Assistants—Salaries	100	10	250	3,050	
	" " Locomotion	...	...	...	1,000	
Contingencies :—						
	For extra copying	...	...	...	1,200	1,000
	Sundry Office Disbursements	...	...	...	300	200
138	158	Total			£77,867	72,030

## EXPENDITURE FROM EDUCATION GRANTS.

(Table A.)—Classified according to object of Grant.

		Per Year ended.		From 1839 to	
		31st December, 1863.	31st December, 1863.	31st December, 1863.	31st December, 1863.
1.	In augmentation of the salaries of Certificated Schoolmasters and Schoolmistresses	£113,662	0 6	920,546	8 6
2.	In stipends of Pupil Teachers, and gratuities to the Schoolmasters and Schoolmistresses instructing them	222,478	4 2	2,566,638	9 0
3.	In stipends to Assistant Teachers	7,867	8 4	63,206	11 8
4.	In capitation in England and Wales	63,851	17 9	473,747	0 2
5.	In stipends to Assistant Teachers in Night Schools	1,448	6 1	10,034	2 4
6.	In special allowances for drawing	2,057	11 8	9,397	4 8
7.	In grants to Industrial Classes in connection with Elementary Day Schools	1,315	13 1	100,926	4 11
8.	In grants to Industrial Schools	1,091	6 6		
9.	In Pensions	640	0 0	5,780	11 8
10.	In building, enlarging, and furnishing School Houses, Elementary and Normal	41,159	19 5	1,555,679	7 4
11.	In books, maps, diagrams, and scientific apparatus*	...	...	52,520	11 2
12.	In grants to forty separate Training Colleges	111,966	17 1	833,630	18 7
13.	In annual subsidies to School Societies in support of Training Colleges	2,250	0 0		
14.	Establishment—Office in London	£18,336	7 1		
	Inspection	45,507	11 5		
	Contingencies—				
	Extra copying and sundry Office disbursements	£1,413	7 9	68,247	8 3
	Poundage on Post Office Orders†	2,668	5 6	745,184	8 8
	Pupil Teachers' Indenture Stamps	321	16 6		
15.	In grants under the Revised Code since 30th June, 1863 (in England and Wales)	83,358	2 10	83,358	2 10
	In payments made from the Vote for Public Education by the Treasury, in 1843, 1850, 1853, and 1854	...	...	11,604	9 0
Total		721,391	15 8	7,432,254	10 6

\* Discontinued since 29th July, 1861.

† The whole of the Grants under heads 1, 2, 3, 4, 5, 6, 7, 9, 15, and the smaller Grants under heads 8 and 11, are paid by post-office orders.

(Table B.)—Classified according to Denomination of Recipients.

	For Year ended 31st December, 1863.			Compared with Year ended 31st December, 1862.			From 1859 to 31st December, 1863.		
	£	s.	d.	£	s.	d.	£	s.	d.
On Schools connected with—									
Church of England	416,392	6	0	...	...	54,037	3	6	...
British and Foreign School Society	70,858	13	5	...	...	904	7	10	...
On Wesleyan Schools -	36,122	12	9	...	...	1,992	0	11	...
On Roman Catholic Schools (England and Wales)	29,877	9	8	...	886 4 0	...	...	...	...
On Parochial Union Schools	811	6	8	...	...	553	6	8	...
Scotland {									
On Schools connected with—									
Established Church	52,477	6	5	...	...	12	0	8	...
Free Church	39,897	13	0	...	991 18 0	...	...	...	...
Episcopal Church	4,476	13	4	...	...	76	16	3	...
On Roman Catholic Schools	2,280	6	2	...	186 3 9	...	...	...	...
Other Schools	...	...	...	...	...	...	...	...	...
Establishment (as in Table A.)	68,247	8	3	...	2,160 3 6	...	...	...	...
Transferred in 1857, under head of "Scientific Apparatus," to account of Department of Science and Art, towards the expense of establishing the Educational Division of the Mu- seum at Kensington	...	...	...	...	...	...	...	...	1,500 0 0
Payments made from the Vote for Public Education by the Trea- sury in 1843, 1850, 1853, and 1854	...	...	...	...	...	...	...	...	11,604 9 0
<b>Total</b>	<b>£721,391</b>	<b>15</b>	<b>8</b>	<b>...</b>	<b>4,224 9 3</b>	<b>57,575</b>	<b>15</b>	<b>10</b>	<b>...</b>

Dr.

BALANCE SHEET for Year ended 31st December, 1863.

Or

To Balance on 1st January, 1863	£349,888	3	0	By Grants to Schools	2653,144	7	5
To Parliamentary Grant, 1863-64	804,002	0	0	By Expenses of Administration and Inspection	68,247	8	3
				By Balance on 31st December, 1863	432,496	7	4
	<b>£1,153,890</b>	<b>3</b>	<b>0</b>		<b>£1,153,890</b>	<b>3</b>	<b>0</b>

The following results are derived from the examination of 180,005 children under the Revised Code.

Each child to be qualified for examination must have attended 200 times in the preceding year.

The average number of children in attendance at the 1,828 schools in which these 180,005 were examined, was 280,475.

The proportion of those presented for examination is 64 out of every 100 of this latter number.

Presented for examination under standards:—

Standard I.	70,407	being 39.11	} per cent. of the whole number presented, viz., 180,005.
" II.	45,180	" 25.1	
" III.	35,991	" 20.	
" IV.	22,137	" 12.3	
" V.	4,671	" 2.59	
" VI.	1,619	" .9	
<b>180,005</b>			

Number presented under	Of whom failed in Reading	Of whom failed in Writing	Of whom failed in Arithmetic
Standard I. - - 70,407	14,225 = 20.2 per cent.	12,445 = 17.68 per cent.	18,845 = 26.77 per cent.
" II. - - 45,180	4,900 = 10.85 "	3,635 = 8.05 "	11,406 = 25.25 "
" III. - - 35,991	2,302 = 6.4 "	5,526 = 15.35 "	6,822 = 18.95 "
" IV. - - 22,137	1,017 = 4.6 "	4,342 = 19.62 "	4,047 = 18.28 "
" V. - - 4,671	250 = 5.35 "	659 = 14.11 "	793 = 16.98 "
" VI. - - 1,619	96 = 5.93 "	206 = 12.85 "	207 = 16.49 "

If the children in schools under inspection are divided into six groups according to age, they stand as follows:—

Under 6 years - - - 23.44 per cent.	Between 10 and 11 years - - - 10.18 per cent.
Between 6 and 8 years - - - 23.41 "	" 11 and 12 " - - - 7.99 "
" 8 and 10 " - - - 23.26 "	Over 12 years - - - 10.82 "

### 3. EDUCATION IN IRELAND, 1863.

The Commissioners of National Education in Ireland have presented their thirtieth report, by which it appears that at the end of 1863, there were 6,163 schools in operation with an average daily attendance of 296,986, and an average number of 544,492 children on the rolls. These figures showed a considerable increase upon those of 1862. The increase in the number of schools not connected with prisons, workhouses, &c., was 213, of which 135 were under Roman Catholic patronage, 41 under that of members of the Established church, and 48 under the patronage of other religionists. The total number of children who were at any time on the rolls during 1863 was 840,569; of whom 687,076 were Roman Catholics. It is satisfactory to find that, in spite of the decrease of population, the number of children enjoying the much needed advantages of education is increasing.

### VI. Biographical Sketches.

#### No. 34.—JAMES MORTON, ESQ.

The deceased gentleman had occupied a very important position in this part of Canada on account of his extensive business, and in the city and country on account of his social and political status. He was born in Killalea, county of Armagh, Ireland, on the 29th of August, 1808, thus having nearly completed his fifty-sixth year at the time of his death. He came to Kingston on the 24th of June, 1824, and was a bookkeeper to Mr. Thomas Molson from that time to 1831, when, entering into partnership with the late Mr. Drummond, they commenced the Kingston brewery and distillery. The partnership continued till Mr. Drummond's death in 1834, after which event the business was continued in Mr. Morton's own name. The business prospered amazingly. The products of the distillery gained a wide celebrity, "Morton's proof" being known and consumed all over Canada. With the accumulation of his fortune Mr. Morton not only gave his distillery business the most extended basis, but entered into other mercantile pursuits. The shipping trade did not escape his attention, and from having to purchase grain for distillery use, he was led to purchase cargoes in

**READING.**—The amusement of reading is among the greatest consolations of life; it is the nurse of virtue, the upholder in adversity, the prop of independence, the support of a just pride, the strengthener of elevated opinions; it is the repeller of the scoff and the knave's poison.

the western markets and have them conveyed down in his own vessels. The introduction of railways led him into the railway contracting business; and in conjunction with John R. Dickson, M.D., he built the Kingston branch of the Grand Trunk Railway. He also engaged in locomotive building, and established the Ontario foundry for this purpose in Kingston. He besides took advantage of the labor of the convicts in the penitentiary here, and becoming a contractor with the government for the services of a large number of prisoners, utilized their labor in the manufacture of furniture by improved steam machinery. Mr. Morton obtained, on very favorable terms, a contract for the construction of the Southern railway between Niagara and Detroit. This contract, which promised the utmost advantage to Mr. Morton's estate, and to numbers of persons connected with him as employees dependent upon his success, became a matter of law dispute, and an adverse decision by the Court of Chancery proved a severe but not a crushing blow to Mr. Morton's long career of prosperity. However, under heavy involvement the business establishments in Kingston were still kept up in his own name, and were managed with such success that it is believed had it been Mr. Morton's lot to have been spared in this life yet a little longer, he would have had the satisfaction of seeing himself again as wealthy a man as he had been at any time. Mr. Morton's business career has indeed been a remarkable and useful one. Commencing business as we must suppose with only a book-keeper's hard savings, he has built up properties and accumulated an estate that made him a man of fortune. As such he took a prominent part in all that concerned the interests of Kingston. The centralization of his varied and extensive business here is sufficient proof of his attachment to his adopted city. Mr. Morton was held in great esteem by all classes of our population. To the industrious poor he furnished employment, and to the struggling tradesman or artisan he was never backward with well-timed assistance. There are business men in Kingston who can ascribe their triumph of success over failure at an important crisis to the friendly liberality of James Morton. He had a natural benevolence which gilds the accumulation of wealth. The farmers of the county of Frontenac, recognizing him as an old friend to their interests, selected him as their Parliamentary representative in preference to the old member, Sir Henry Smith, who was beaten in the election contest. He served in the short-lived Seventh Parliament, and on the dissolution of the House retired in favour of Mr. Wm. Ferguson, the sitting member.—*Kingston News*.

#### No. 35.—SAMUEL PETERS, ESQ.

Mr. Peters came to Canada in 1835, at once made London his future home, and shortly after became intimately associated with Wm. Balkwill, Esq., J. P., in business; both of which gentlemen carried on the trade of butchers for some considerable period afterwards. The business eventually was conducted by Mr. Peters himself, and sons, in which he amassed a handsome competency. Some years since, however, he retired from business, and settled down in his country residence, near Petersville, township of London. He was a jovial companion, a good neighbour and a person that commanded respect among his numerous acquaintances, many of whom will regret his death. He was about seventy-four years of age.—*London Prototype*.

#### No. 36.—THE REV. JOHN BEATTY.

We learn from the *Cobourg Sun* that this venerable, widely known and universally esteemed Minister, has passed away to his rest. Few names are more familiar to the old Methodists of Canada than his, or are remembered with greater pleasure. The *Sun* says:—"Another of those links which connect the present generation with the past has been severed, and we have now to chronicle the demise of a veteran, whose name has to a certain extent been long identified with the growth and history of Cobourg. On Thursday morning last, the 30th ultimo, the Reverend John Beatty, Wesleyan Minister, after a long illness which was borne with Christian resignation, breathed his last. Deceased was in the eighty-second year of his age, and had for some time retired from the active duties of the Ministerial profession, though he occasionally, within the last year or two, filled temporary vacancies, by showing his venerable and fragile form in the pulpit, where, however, his voice almost to the last retained that force and strength for which it was long noted. The Reverend Mr. Beatty was one of the early pioneers of the Wesleyan Methodist Church in Canada, and did a great deal to promote the interests of this church with which he was ever identified. During the protracted illness which he suffered, the venerable father received the most attentive care from his son, Dr. Beatty, who was unwearied in his attentions and counsel. The funeral took place on Saturday afternoon and was largely attended."—*Christian Guardian*.

#### No. 37.—LAST HOURS OF GEN. J. E. B. STUART.

From a long obituary of Gen. Stuart, in the *Richmond Examiner*, we take the following:—No incident of mortality, since the fall of the great Jackson, has occasioned more painful regret than this: Major-Gen. J. E. B. Stuart, the model of Virginian cavaliers and dashing chieftain, breathed out his gallant spirit resignedly, and in the full possession of all his remarkable faculties of mind and body. We learn from the physicians in attendance upon the General that his condition during the day was very changeable, with occasional delirium and other unmistakable symptoms of speedy dissolution. In the moments of delirium his faculties were busy with the details of his command. He reviewed in broken sentences all his glorious campaigns around McClellan's rear on the Peninsula, beyond the Potomac, and upon the Rapidan, quoting from his orders, and issuing new ones to his couriers, with a last injunction to "make haste." About noon, Thursday, President Davis visited his bedside, and spent some fifteen minutes in the dying chamber of his favorite chieftain. The President, taking his hand, said: "General, how do you feel?" He replied, "Easy, but willing to die, if God and my country think I have fulfilled my destiny and done my duty." As evening approached, the General's delirium increased, and his mind again wandered to the battle-fields over which he had fought, then off to wife and children, then off again to the front. As evening wore on the paroxysms of pain increased, and mortification set in rapidly. Though suffering the greatest agony at times, the General was calm, and applied to the wound, with his own hand, the ice intended to relieve the pain. During the evening he asked Dr. Brewer how long he thought he could live, and whether it was possible for him to survive through the night. The doctor, knowing that he did not desire to be buoyed by false hopes, told him frankly that death—the last enemy—was rapidly approaching. The General nodded, and said, "I am resigned if it be God's will; but I would like to live to see my wife. But God's will be done." Several times he roused up and asked if she had come. To the doctor who sat holding his wrist and counting the fleeting, weakening pulse, he remarked, "Doctor, I suppose I am going fast now. It will soon be over. But God's will be done. I hope I have fulfilled my duty to my country and my duty to my God." At 7½ o'clock it was evident to the physician that death was setting its clammy seal upon the brave, open brow of the General, and he told him so—asked if he had any last message to give. The General, with mind perfectly clear and possessed, then made disposition of his staff and personal effects. To Mrs. (Gen. R. E.) Lee he directed that the golden spurs be given as a dying memento of his love and esteem for her husband. To his staff officers he gave his horses. So particular was he in small things, even in the dying hour, that he emphatically exhibited and illustrated the ruling passion strong in death. To one of his staff, who was a heavy built man, he said, "You had better take the larger horse; he will carry you better." Other mementoes he disposed of in a similar manner. To his young son, he left his glorious sword. His worldly matters closed, the eternal interests of his soul engaged his mind. Turning to Rev. Mr. Peterkin, of the Episcopal Church, and of which he was an exemplary member, he asked him to sing the hymn commencing,

"Rock of ages cleft for me,  
Let me hide myself in thee,"

he joining in with all the voice that his strength would permit. He then joined in prayer with the ministers. To the doctor he again said, "I am going fast now; I am resigned; God's will be done." Thus died Gen. J. E. B. Stuart.

#### No. 38.—WM. SMITH O'BRIEN, ESQ.

Mr. William Smith O'Brien, member of a most ancient and honourable family, and a man of generous, though sometimes mistaken impulses, died recently at Bangor, North Wales. He was the second son of the late Sir Edward O'Brien, Baronet of Brome-land, County Clare, and brother of Lord Inchiquin. The deceased gentleman was born in 1803, and received his education at Harrow and Trinity College, Cambridge. On his first entering into Parliament, in 1826, he represented Innis in the Liberal interest. He subsequently sat for County Limerick, during a continuous period of fourteen years; and, though a Protestant, he was an active supporter of Daniel O'Connell, in the agitation of the Repeal of the Union. In the year of continental troubles, 1848, when the shock of the French Revolution caused many thrones to totter, and many nations to heave and tremble, the name of Smith O'Brien attained a notoriety far short of glorious; and in 1849 it certainly did not improve its reputation. He was prompt to express his thorough sympathy with the French Provisional Government, and he visited Paris in the avowed hope of being able to obtain assistance in severing Ireland from British rule. It was in the summer of 1849

that Mr. Smith O'Brien took up arms against the Government of the Queen, and headed a band of violent repealers in the south of Ireland. The somewhat ludicrous circumstances of his arrest will be remembered, even at this lapse of time, though the worst features of his treasonable conduct have been long forgotten, and its desperate folly pardoned. He was, at the time, expelled from the House of Commons, on the ground of sedition; and, being tried for high treason, he was found guilty and condemned to death. This extreme sentence was mercifully commuted to one of banishment to a penal colony. As years rolled on, the spirit of rebellion subsided in Ireland, till, for all causes of dread or serious apprehension, it became extinct. In 1856 Smith O'Brien was permitted to return to Europe, the indulgence being in the first place limited to the Continent, and he resided for some time in Belgium. Soon, however, he was allowed to enter the United Kingdom, and he has since taken up his principal abode in Ireland, at his country seat in Limerick. Mr. Wm. Smith O'Brien could trace a clear descent for twelve centuries; and, as we have said, his family was one of the most honourable as well as one of the oldest in Ireland. The political extravagances which turned his brain did not affect the natural goodness of his heart; and there is not a man of any creed or opinion who would have preferred that those eight years of exile should have been doubled, and that the mistaken Irish gentleman—the comrade of Mitchell, Duffy, and Meagher—had ended his days in Van Dieman's Land, instead of in the country against which he raised so very harmless a weapon.—*Daily Telegraph*.

## VII. Papers on Natural History.

### 1. THE PITCHER PLANT.

Early in the winter of 1860, a little coasting vessel landed her crew, nearly all ill of small-pox, at a fishing village a few miles from Halifax, the capital of Nova Scotia.—Full soon, the epidemic spread, from the sailors to the fisherman, and from the fisherman to the fish-dealer in the town of Halifax. Cases of variola becoming numerous in the civil and military hospitals, the attention of the medical profession was aroused, and a panic seized the population. When the alarm in the city was greatest, news arrived that the plague had burst out in the encampments of the Indians, destroying the red population as fire destroys the parched vegetation of the prairies. For, the Indians neglect vaccination, and deem the skill of white men "no good." But, when death was rife in the camps of the red people, and the plague was sweeping off whole families at a time, a Squaw, long renowned for her knowledge of roots and herbs, arrived among the suffering families, declaring she had an infallible remedy for the disease. And, strange to say, the epidemic variola, which is borne upon the wings of the wind to great distances—a veritable pestilence walking in darkness—and which had baffled and defied the highest medical skill, gave way before the remedy of the Red Squaw.

This remedy is a pitcher-plant. I have one of these wonder-working plants now lying before me. Many specimens have been sent to Europe for study and trial; and botanists, chemists, and medical men, have had their attention drawn to their qualities. Never has there been seen a plant better qualified to strike the imagination. Growing in morasses, it is an amphibious plant, constructed both for aquatic and aërial life. Most of its life is spent under water. During winter it is under water; and its fibrous roots and creeping branches remain in the mud when it makes its summer sojourn in the air. The roots are not like roots, but are like tendrils; and the branches are not like branches, but are like roots, being of the kind called rhizomes. As for the leaves and stalks, they have hitherto beat all the botanists in their attempts to say which is which; some calling them the one, and some the other. An omni-captious critic might contradict you if you called the stalk the leaf, or the leaf the stalk. Some authors say the pitcher is made of the stalk (petiole), and others say the leaf; and both statements are right, and both are wrong. The mud-covered root-like branch is rather less than half an inch thick; and the stalk or leaf clasps it half round and then rises in a line of beauty, or graceful curve, bulging out into a pitcher of an elegant form, seven or eight inches high.

What part of the plant is it which becomes this pitcher, the leaf or the stalk? We must, to answer this question, bear in mind that a stalk is a support, and that a leaf is a breathing instrument or vegetal gill. Now, if one of these pitchers be examined carefully, it will be seen that what has been called vaguely the pitcher, consists of two parts, three-fourths of the circumference forming the pitcher, and one-fourth being the undivided stalk or support. The leaf is joined on to its stalk, sideways. Physiologists tell us that the curves of the human back describe the line adapted best for strength, and the curves of this plant are similar. The pitcher,

with its cover, forms a leaf or breathing organ of a very singular kind. If you cut it open from the bottom to the rim, you will be struck by three different portions of it; at the bottom and half way upward, the inside is brownish, and lined with long fine silky hairs; from the end of this part to the rim, the inside is perfectly smooth; above half the rim or lip, rises a blade (lamina) in the shape of a hood, which is lined with short rough hairs. When the bottom part of the pitcher is opened, it is found to be full of as miscellaneous a hoard of tiny things as ever filled a cornucopia—winged seeds and insects' eggs, morsels of twigs, and mosses, and flowers, heads, skins, and wings of flies, and quite a glittering heap of the blue chests and shields of beetles. I have found but one tolerably complete insect—an ichneumon fly of a kind I never saw before, only without a head. Five or six of these pitcher-like stalk leaves rise up in a group or row, and among them is the flower. The flower rests upon a stalk, which, like the leaves, clasps the branch, consisting of five sepals and five petals, all purple. An idea of its appearance might be formed by imagining a purple marigold.

The botanists are at their wits' end to explain and classify this plant. Known in England, it is said, since 1640, it was called *Sarracenia* by Tournefort, in the end of the seventeenth century, after a Dr. Sarrasin, who introduced it into France. The classifiers are puzzled where to put it. Its nearest connexions, according to Dr. Lindley, are the poppyworts.—*All the Year Round*.

### 2. QUEER TRADES WITH BUTCHER BIRDS, SPARROWS, AND TOADS.

Many years ago, when rice was dear in Eastern China, efforts were made to bring it from Luzon, where it was abundant. At Manila there was, however, passed a singular law, to the effect that no vessel for China should be allowed to load with rice unless it brought to Manila a certain number of cages full of the little "butcher birds," well known to ornithologists. The reason for this most eccentric regulation simply was that the rice in Luzon suffered much from locusts, and these locusts were destroyed in great numbers by butcher birds.

A somewhat similar business is carried on between England and Zealand. This latter country, at particular seasons, is invaded by armies of caterpillars, which clear off the grain crops as completely as if mowed down by a scythe. With the view of counteracting this plague, a novel importation has been made. It is thus noticed by the *Southern Cross*:—"Mr. Brodie has shipped 300 sparrows on board the 'Swordfish,' carefully selected from the best hedgerows in England. The food alone, he informs us, put on board for them, cost £18. This sparrow question has been a long standing joke in Auckland, but the necessity to farmers of small birds to keep down the grubs is admitted on all sides. There is no security in New Zealand against the invasion of myriads of caterpillars which devastate the crops."

The most singular branch of such traffic is the toad trade. On some of the market gardens near London, as many as five crops are raised in one year, the principal object being, however, to raise the finest possible specimens for high prices. Under such a system of culture, slugs and other insects are very formidable foes, and to destroy them toads have been found so useful as to be purchased at high prices. As much as a dollar and a half a dozen is given for full grown lively toads, which are generally imported from France, where they have also been in use for a long time in an insectivorous way. Who can say but that Shakespeare, who knew everything, guessed everything, and foresaw everything, thought of this latent value when he said that the toad, though

"ugly and venomous,  
Wears yet a precious jewel in his head."

### 3. TO CLEAR A ROOM OF MUSQUITOES.

Take of gum camphor a piece about half the size of an egg, and evaporate it by placing it in a tin vessel and holding it over a lamp or candle, taking care that it does not ignite. The smoke will soon fill the room and expel the mosquitoes. One night a gentleman was terribly annoyed by them when he tried the above, after which he neither saw nor heard them that night, and next morning there was not one to be found in the room, though the window had been left open all night.

Difficulties dissolve before a cheerful spirit, like snow-drifts before the sun.

One might as well be out of the world as be loved by nobody in it.

## VIII. Miscellaneous.

"WRITE ON A PIECE OF PAPER, MOTHER, THAT  
WILLIE LOVES THE BIBLE."

A pleasant room, a half shut door,  
A window doubled upon the floor  
By the sunbeams bright, a scented breeze,  
It hath kissed the rose of the crimson leaves,  
Dallied a while with each gay flower,  
And floated in with its soothing power.

Two sitting there, from the elder one,  
Half of life's golden sands have run,  
And the other half, ah! who can see  
Into the dim futurity.  
'Tis the hour when busy matrons rest  
From stirring toil and with quiet zest,  
Yet flying fingers the needle ply,  
As marking the time ere it hurries by,  
And the fair white work that lay unrolled,  
Of sweet home comfort softly told;  
The other a boy of earnest look,  
Loose folded hands, an open book,  
An open book, and eyes which seem  
Deeply bathed in a waking dream,  
Forgotten the top, that silent lay,  
The painted drum the marbles gay,  
Forgotten—the boy was far away,  
"Mother,"—the face was questioning now,  
Tho' a shadow slept on the thoughtful brow.  
"Mother,—I read it time and again,  
How Jesus lived and died with men,  
And was God too. Explain to me  
What is meant by the Holy Trinity."  
And again the eyes grew soft and dim,  
As he drank the quiet answer in.  
"Mother," this time the face was bright,  
The speaking orbs had a solemn light,  
"Take pen and paper, and ink, and write  
That Willie loves the Bible."  
Wondering she wrote it word by word,  
Folded it up and laid it by;  
And the recording angel heard,  
And chronicled it in the Book on high.

\* \* \* \* \*

Another eve, the violets were shut,  
The day had bloomed, and fainted and died,  
And the sable night had lovingly tried  
To pluck the sting from the bleeding heart,  
And bid the clouds of care depart.  
Lovingly tried, we rail at night,  
As we think of the traveller benight;  
But for every darksome shade it brings,  
A thousand stars uplift its wings,  
And the tired millions thankful bless  
The deathlike calm of its caress;  
And Willie lay on his little bed,  
But slept not.  
Then the angel of death came softly bent  
And kissed his lips till his brow grew white.  
And fled from his cheeks the hectic light,  
The soul of the boy was away again.

\* \* \* \* \*

Nothing left, but the words that tell  
Of the Book he loved on earth so well.  
Nothing left, save the hope that he  
Is safe, O Lord, our Lord, with thee.

MONTREAL, MARY W. —

The above lines are based on truth, the subject of them died a short time ago in this city.—*Witness*.

## 2. WILLIE'S FAITH.\*

Willie V. was the only son of his parents. When very young his mother began to teach him about God and heaven, and his mind seemed to drink in all the sweet things she told him, just as the flowers receive into their bosoms the drops of dew that give them

\* We are assured by a responsible person of the literal truth of this statement, accompanied with a particular request that it should appear in the *S. S. World*.—*Note of the Editor of the "Sunday School World"*

strength and beauty. Before he was three years old, he would often sit gazing into the sky and would say:

"Willie's watching for the holy angels, and waiting to hear them sing!"

The lesson that his mother endeavoured to impress most deeply upon his young heart was that of *faith in God*. Faith in him for all things whatsoever, and that for Jesus' sake he would bestow upon him all necessary good.

When he was four years old a terrible shadow settled down upon him, and by the time Willie was seven, their home and everything was taken from them, and they were thrown upon the charity of friends. Soon Willie's clothes and boots began to wear out, but his mother was too poor to purchase new ones. On one occasion he came to her saying: "Mother, can't I have some new boots? My toes are all out of these. The snow gets in, and I'm so cold!"

A tear filled his mother's eye, when she answered: "Soon, Willie, I hope to give them to you."

He waited patiently several days, until one morning as he stood at the window watching the boys play with their sleds, he sobbed:

"Oh! mother, it is too hard! Can't I get some boots anywhere?"

"Yes, Willie, you can."

"I can!" he eagerly exclaimed, "Where? Where? Tell me quick!"

"Do you not know, my son?" replied his mother. "Think now."

Willie stood for a moment, as if in deep thought, then with a smile looked up into his mother's face, and said: "Oh, I know! God will give them to me, of course. Why didn't I think of that before? I'll go right off and ask Him."

He walked out of the parlour into his mother's room, she quietly following him, and standing concealed from his view, she saw him kneel down, and covering his face with his hands, he prayed: "Oh, God! father drinks; mother has no money; my feet get cold and wet. I want some boots. Please send me a pair for Jesus' sake. Amen."

This was all. He often repeated his pitiful little petition, and the best of all was, he *expected* an answer to his prayer.

"They'll come, mother!" he would often say encouragingly; "they'll come when God gets ready."

Within a week, a lady who dearly loved the child, came to take him out walking. He hesitated for a few moments, but soon determined to go, and they started off. At length the lady noticed his stockings peeping out at the toes of his boots, when she exclaimed:

"Why, Willie, look at your feet! They will freeze! Why didn't you put on a better pair?"

"These are all I have, ma'am."

"All you have! But why don't you have a new pair?" she inquired.

"I will, just as soon as God sends them," he confidently replied.

Tears filled the lady's eyes, and with a quivering lip, she led him into a shoe store near by, saying: "There, child, select any pair you please." The boots were soon selected, and a more happy, thankful boy never lived.

On his return, he walked to the centre of the room where his mother was sitting, and pulling his pants up until you could see his fat knees above the tops, he said:

"Look, mother! God has sent my boots! Mrs. Gray's money bought them, but God heard me ask for them, and I suppose he told Mrs. Gray to buy them for me."

Then he stood with an earnest, solemn light in his eye, as though he were receiving a new baptism of faith from heaven, then quietly added: "We must always remember how near God is to us," and kneeling at his mother's feet he said: "Jesus, I thank you very much for my boots. Please make me a good boy, and take care of mother. Amen."

Willie is now fourteen years of age, and is a consistent member of the church of Christ. In all things he trusts his Saviour, and every desire of his heart he carries directly to God, and patiently waits the answer, and it *always comes*.—*S. S. World*.

3. MOTHERS, SEEK OUT THE GENIAL SIDE OF  
YOUR BOYS.

Hosts of selfish, thoughtless mothers shall send upon us another generation of listless, vapid sons, open to temptation. Years ago a son of my own was the object of pleasant theories and plans. An unerring teacher took him hence; yet have I learned through him to look with loving eyes on other women's sons, and think what I would do for them. O, mothers! hunt out the soft, tender, genial side of your boys' natures. Make the most of any gentle taste or comely propensity. Encourage them to love flowers, pictures, and all the beautiful things which God has made. Talk with them, read to them; go out with them into the fields and woods, and hallow pleasant fields with holy memories. A daily ministration to their unfurnished hungry minds, a daily touch to their unformed taste,



shall make them more comely than costly garments. They will ever bear you witness in the character and conduct of your children; but your laces and embroideries will crumble to dust. Why don't mothers teach their children more, and dress them less.—*A Lady in Springfield Republican.*

#### 4. FRUIT STEALING—ITS IMMORAL TENDENCY.

We do not expect that anything we can now say on this subject will awaken those who have grown grey in their indifference to other people's property; but we do hope to stir up the young, whose habits are not yet formed, to a sense of the rights of others. If you must pilfer, cut the buttons from our Sunday coat, or take our watch, or the money from our pockets, but touch not our fruit.

It is often a matter of surprise and regret that fruit should not have been more cultivated among us. There is unhappily a very serious objection to its cultivation in our town and village gardens. Fruit-stealing, we regret to say, is a common crime in most parts of this country, and the principle on such subjects is as low as it will be in our rural communities. It is not an uncommon occurrence to have our melon patch invaded, and the fruit plundered by ruthless thievish bands. Property of this kind, as well as other fruits, is almost without protection among us; it is petty larceny, and there are laws on the subject, but these are seldom or never enforced, and of course people are not willing to throw away money, time, and thought, to raise fruit for those who might raise it easily for themselves, if they would take the trouble and pains to do so. There can be no doubt that this state of things is a serious obstacle to the cultivation of choice fruits in our towns and villages. Horticulture would be in a much higher condition were it not for this evil. But the impunity with which boys, and we might say men, too, are allowed to commit thefts of this kind, is really a painful picture, for it must invariably tend to increase a spirit of dishonesty throughout the country.—*N. Y. Evangelist.*

#### 5. FORGIVENESS.

A beautiful gem of oriental literature is quoted by Sir William Jones, from the Persian poet Sadi:

The sandal tree perfumes, when riven,  
The axe that laid it low:  
Let man, who hopes to be forgiven,  
Forgive and bless his foe.

#### 6. A ROYAL PRAYER.

The death of the lovely Princess Amelia hastened the calamities of the royal household. In 1810, immediately after her death, Mr. Knight had the pleasant task of cataloguing and arranging her well-selected library, and he says: "It seemed like a voice from the tomb when I recently lighted upon a touching prayer which I had copied from a blank leaf of her Prayer Book. It will not be considered a violation of confidence if I print it.

"Gracious God, support Thy unworthy servant in this time of trial. Let not the least murmur escape my lips, nor any sentiment but of the deepest resignation enter my heart, and let me make the use Thou intendest of that affliction Thou hast laid upon me. It has convinced me of the vanity and emptiness of all things here; let it draw me to Thee as my support, and fill my heart with pious trust in Thee, and with the blessings of a redeeming Saviour, as the only consolations of a state of trial. Amen."—"Passages of a Working Life during Half a Century," by Charles Knight.

### IX. Educational Intelligence.

#### CANADA.

—UNIVERSITY OF TORONTO.—ANNUAL CONVOCATION.—The annual convocation of the Toronto University was held on the 8th inst., in the convocation hall of the University—Hon. Judge Morrison, Chancellor. The following gentleman were introduced to the Chancellor and admitted to degrees: M.D.—J. Henry, S. E. Shantz, presented by Dr. Barrett. M.A.—G. Cooper, E. Friisby, J. M. Gibson, J. Hubbard, J. Loudon, W. B. McMurich, N. McFiah, W. H. Withrow, S. Woods, presented by Mr. Blake, M.A. LL.B.—J. Idington, J. E. Farewell, G. Kennedy, J. Donaldson, J. F. Dugan, G. Y. Smith, J. F. McDonald, D. Lennox, presented by Mr. J. Roaf, M.A. M.B.—W. H. Bell, P. Constantinides, C. Douglass, A. Eby, J. Harley, M. J. Kelley, M. S. Lange, J. W. McLaughlin, J. B. Newman, H. Nichol, R. Potts, A. Sill, L. C. Sinclair, J. C. Thom, J. C. Tisdale, C. L. Vail, W. N. Whiteside, T. B. Whinn, presented by Dr. Barrett. B.A.—J. W. Bell, H. E. Buchan,

J. W. Connor, T. D. Craig, J. Fergusson, W. B. Fleming, T. Groves, R. Harbottle, R. Hill, W. N. Keefer, J. King, A. McCallum, J. McMillan, T. J. Robertson, J. Rossin, J. Rutledge, F. E. Seymour, W. Sharpe, E. F. Snider, H. B. Spotten, W. H. Vandersmissen, J. S. Wilson, presented by Mr. Blake, M.A. Dr. McCaul presented for *ad eundem* B.A., T. C. Patterson, (Oxonian), and J. A. Seath (Queen's University, Ireland). For *ad eundem* *status*, first year, W. Middleton, (Victoria College), was presented. The names of the matriculants in Law, Medicine, and Arts were then read. The gold and silver medals were then presented as follows: Mr. Idington in law, Messrs. Connor and Vandersmissen in classics, F. E. Seymour in modern languages, Messrs. T. D. Craig and McMillan in metaphysics and ethics, E. F. Snider and R. Harbottle in natural sciences, Messrs. T. J. Robertson, J. S. Wilson, and J. Rutledge in mathematics, and J. McLaughlin in medicine. *Scholarships* were presented to Messrs. Hill, Bell, and Connor; Messrs. Milloy, Patterson, and Galbraith, in mathematics; Messrs. Morgan and J. B. Thompson in natural sciences; Messrs. J. Campbell and F. D. Delamers in metaphysics; Messrs. J. Faulconbridge, J. Campbell, and W. W. Tamblin, in modern languages and history; Messrs. E. G. Patterson, W. H. Mewburn, E. H. Smythes, H. Yale, A. F. Campbell, W. Fitzgerald, and S. Foster. *Prizes* in books were presented to J. Campbell for English prose, W. W. Tamblin for French, W. N. Keefer for agriculture, W. B. McMurrish for the M. A. Thesis. J. McMillan received the Prince of Wales' prize of a silver inkstand. The Chancellor then rose and said that the institution had been gradually progressing within the past year. The University and University College had arrived at that stage that there was every prospect of seeing them resting on a sure foundation. They were institutions which were approved of throughout the country by men of all classes and creeds. During the past year, in all their departments, they had shewn a most satisfactory result. A comparison of the last year with the present had been furnished him by the Registrar, Mr. Moss, and he found that in 1863 the number admitted to degrees was 89. This year the number was 99. The matriculants in 1863 were 106; this year 139. He would now draw attention to the fact, that although it had been determined upon by the authorities to reduce the number of scholarships for the purpose of economy, during the past year, the number of matriculants as well as the number of graduates had increased this year. It should, he thought, be the desire on the part of those attending the University to go through a whole course. That was really their duty, and should be borne in mind by the parents or those who send their children there for instruction. Those who had advanced in years always regarded the advantages which had been afforded to them in youth, and it was incumbent on the students to use all the appliances in their power to take the whole course of study in the University. He thought it was almost unnecessary for him to refer to the great advantage to the youth of the country in having a University education. In conclusion, he took the liberty of saying to the gentlemen present, that he hoped they would never forget their *Alma Mater*, and they would find in their future career that the University had added an importance to their character. Three loud and lusty cheers were then given for the Queen, three for the Chancellor, and three for the ladies. The Chancellor having retired the large audience dispersed.

—UPPER CANADA COLLEGE.—The distribution of prizes for "marks of general proficiency," attained during the past year, as well as for the competitive examinations in the various branches of a Collegiate education, took place on the 10th inst. Mr. Cockburn, Principal of the College, occupied the chair, on the right of whom sat the Lord Bishop of Toronto. Mr. Cockburn, after distributing the prizes proceeded to say that it was to him particularly pleasing to remark every year the increasing interest manifested by the various parents and guardians in the progress of their sons and wards in intellectual development; and the large attendance on that occasion was a fresh proof that that interest continued unabated. He said he observed with peculiar pleasure the increasing interest in the progress of the boys, as the whole system of the College discipline depended to a large extent upon the hearty co-operation of every parent with the various masters; and nothing, he thought, ought to be more pleasing to every right-minded boy than to feel that a lively and intelligent interest was taken in his studies by those to whom by the natural ties of affection he was most deeply attached, and whose good opinion and love he was most anxious to secure and retain; and nothing could be more appropriate on the part of the parent and guardian than to come and witness the result of the various reports which he had received during the year regarding the conduct, the application and the consequent progress of his son. He did not believe that in any school the prizes had been more vigorously, and, at

the same time, more honorably contested. (Hear, hear.) The spirit of honorable rivalry never was higher, and so strong had been the spirit of competition that many of the boys had been separated in the class lists by a difference scarcely perceptible, and that in more than one of the forms the average place held by the head boy or *dux* is four or five—not one or two or three—as one might suppose; but so very active had been the competition, and so frequent the change of place, that the head boy, strange to say generally stood fifth, while the bottom boy in a class of thirty-five generally stood 24. To those who remembered anything of their public school days these simple facts were pregnant with meaning. (Hear, hear.) The extraordinary emulation manifested this year had no doubt been greatly fostered by the fact that the college had during the past year entered on a peculiar phase of its existence, and had passed happily through an experience seldom indeed accorded to any public school. He need scarcely say that he referred to what was virtually an amalgamation of the late Model Grammar School with the College; an amalgamation attended with the happiest results. For two years previously a vigorous and commendable competition in many games had been carried on with varying success between the two schools, and when that spirit of competition had been transferred to the class-rooms in the college he felt bound to say that he was proud of the amalgamation with the model school. He felt an equal pride in the spirit of old college for downright fair play, when he saw the good honest way in which the boys of the model grammar school were received. (Cheers.) And while they had a competition between these two schools, they had a wider competition, so to speak, between nationalities; as this year had witnessed the arrival in their midst of several sons of those brave men, who, under the burning sun of the South, and under unheard of hardships are still in this, the fourth year of their life struggle, resolved sooner to die than to yield to force what they consider to be their rights and liberties. (Applause.) These boys, in spite of their great disadvantages at starting, had in another and more peaceful struggle shown in their classroom the same qualities as their fathers and brothers were displaying in the gory battle-field. But at the same time an equal hearty welcome would be extended to the sons of Northern Americans who might desire to pursue their studies at the college. (Applause.) The speaker then proceeded to refer to the success of the college since its first establishment, and remarked that the largest number of pupils ever attending the college were there this year. His Lordship, Bishop Strachan, then pronounced the benediction, and the company separated.

—**MODEL SCHOOL.**—In consequence of the unavoidable absence of one of the female teachers, and of the illness of one of the male teachers of the Model School, the usual annual public examination did not take place.—Yesterday, however, all the pupils were assembled in their rooms, when Mr. Robertson, Head Master of the Normal School, addressed them, and presented to the successful pupils the prizes they had won at the private examinations.

—**SCHOOL FOR THE DEAF AND DUMB.**—On the 24th ult., the usual midsummer examination of the Deaf, Dumb and Blind pupils under the charge of Dr. Morris, took place at the institution in this city, and attracted many of the well-wishers of the school. The examination was highly creditable not only to the superintendent but also to Mr. Knight, the master, and the pupils themselves, the healthy and satisfied appearance of the little ones being a subject of universal remark. The blind were examined in geography, history, &c., by Miss Sefton, to whose zeal in instructing them they are much indebted. In music and singing also they have made much progress under the tuition of Mr. Sefton. Several appropriate prizes were then distributed, at which the recipients seemed much gratified. Strawberries and cream were liberally provided to all, and duly appreciated, after which the pupils engaged in games to a late hour.

—**THE HAMILTON FEMALE COLLEGE.**—The recent closing examinations of the Female College gave us, and many others, much satisfaction and increased confidence in the management and efficiency of that institution. The Female College has been so recently established that scarcely sufficient time has yet elapsed to afford opportunity to prove the excellency and efficiency of its system of instruction. But the number of graduates at the close of the last session, and the nature of the examinations in all the classes, presented ample evidence of the teachers to put the students in intelligent possession of the several branches of study. The curriculum is sufficiently extensive, and the aim is to make every step of the student's progress intelligible and satisfactory to her own mind. Professor Wright who has been so intimately acquainted with the system of teaching carried out by the Rev. Dr. Vannorman, and who is an enthusiastic student of the

Natural Sciences, and an experienced teacher of them, is eminently qualified to contribute an important share to the general efficiency of the College. The teacher of Music, who is an accomplished master in his own profession, excited the admiration of all, by the proficiency of his classes and the excellence of their performance. The teacher of French, which is now an essential part of a respectable female education, is said to be a most successful teacher, and thoroughly qualified to impart a knowledge of this language. Of the esteemed Principal it is scarcely necessary to speak. Her experience and success in directing and overseeing such institutions; her strictness, watchfulness, firmness, and unvarying kindness and sympathy, secure for her the profound esteem and strong affection of all the students who enjoy the benefit of her teachings and her counsels. All those who listened to the examination of her classes in Mental Philosophy, and of those also in Moral Philosophy, must have been convinced that it was well worth while for any young lady to come to the College, if only to enjoy the advantage of Miss Adams' instruction in those two important studies. No other studies do so much to exercise and develop the thinking powers or to furnish the mind with principles for the direction of the life. With the teachers in the other departments we are not so well acquainted, but we believe them all to be earnest in their work, and well qualified for their several positions. The Rev. S. D. Rice, the Moral Governor, every one who knows him will feel assured, devotes all his time and energies to make the finances, the order and discipline, and the influence and fame of the College all that the stockholders and patrons can wish. To the gentlemen who have assumed the responsibility of purchasing and furnishing this magnificent building for the purposes of a Female College, and who in the capacity of Directors still give earnest attention to its interests, the thanks of the public are abundantly due.—*Christian Guardian*.

—**BELLEVILLE SEMINARY.**—The examinations and exhibition of this institution previous to the summer vacation, took place this week. The exhibition took place on Wednesday afternoon, and was one of the most interesting and successful that has been held in the institution. The chapel was tastefully decorated with evergreens, and with various mottoes and designs. The exhibition consisted of recitations, reading original essays, and music. Some of the recitations exhibited considerable rhetorical ability, and several of the original pieces reflected great credit upon the authors. The music was well rendered, and was received with deserved approbation. The exercises were concluded by conferring the degree of "Mistress of Liberal Arts" upon Miss V. Shepard, who had completed the six years' course of instruction. Miss Shepard is the first graduate of the institution, and Principal Carman, in conferring the degree, spoke in high terms of her attainments. During the exercises the chapel was crowded to its utmost capacity, and all seemed highly pleased with the proceedings.—*Intelligencer*.

—**THE CANADIAN LITERARY INSTITUTE.**—The examination of the pupils attending this institution commenced on the 8th inst. Several clerical gentlemen from a distance, together with those of the vicinity attended as examiners, and at the close expressed themselves gratified with the assiduity and perseverance evinced by the students. On the evening of Tuesday a public meeting of the Adelpian Society and Ladies' Literary Association was held in the spacious lecture room. Rich and varied in their character, the different performances elicited repeated applause. The President's address was deservedly applauded. Seeing that the object of the meeting was laudable, we are glad to learn that the handsome sum of \$55 was realized. On Wednesday morning, the members of the Senior Theological Class made their graduating speeches, at the conclusion of which the Principal, the Rev. Dr. Fyfe, delivered to them his final address. We had almost neglected to notice two pleasing episodes, namely, the presentation of a purse containing a handsome sum in gold and silver to the Matron, Mrs. E. T. Cooke; and a fine collection of books to the Mathematical Tutor, Mr. O. B. Hankinson.—*Woodstock News*.

**NORFOLK COUNTY SCHOOL PRO-NIC.**—Came off on Friday last, 1st July, with great *clat*. Notwithstanding the extreme heat of the weather and the dustiness of the roads, between two and three thousand persons were present, and seemed to enjoy themselves to their heart's content. Rev. E. Ryerson, D.D., Chief Superintendent of Education, delivered an eloquent and forcible address to the school children, which was listened to with marked attention; he was followed by the Rev. Mr. Stevenson, of this town, who delivered a brief but impressive address. Great credit is due to the committee of management in their untiring efforts to make the picnic what it was—a complete success.—*Messenger*.

—**QUEEN'S COLLEGE, KINGSTON.**—We learn from the *Kingston News* that the Board of Trustees of Queen's College, have made the following changes in the Medical Faculty:—Dr. Horatio Yates, Professor of the Principles and Practice of Medicine, is made Dean of the Faculty, vice Dr. Dickson. Dr. Octavius Yates has been promoted from the chair of the Institutes of Medicine to that of Surgery, vacated by the resignation of Dr. Dickson. Dr. McLean, of Belleville, has been appointed to the chair of Institutes of Medicine. Dr. Fowler, Professor of Materia Medica, has been appointed Secretary of the Faculty. Owing to the service of an injunction by the Court of Chancery, made on the application of the Rev. George Weir, restraining the Board from the appointment of a Professor to the position from which the trustees had dismissed him, no appointment was made to the chair of Classical Literature.

—**REGIOPOLIS COLLEGE.**—We notice with pleasure that at the examination of this college, which took place at Kingston on the 30th ult. The first prize was awarded to Mr. John F. Leonard, of Peterboro', in Philosophy and Mathematics. A correspondent furnishes the *Kingston Whig* with an account of the examination, in which we find the following:—"I have been present at most of the examinations held in Regiopolis College for the last nine years, and I must in justice say that I never witnessed one without deriving the greatest pleasure and satisfaction. The examination which closed the scholastic year just past was in no respect inferior to former ones; on the contrary, it was decidedly the best that I have ever attended.—*Peterborough Review*.

—**A BAND OF BOYS.**—The train from the eastward brought up yesterday a large band of well-trained musicians, all boys, from Montreal, who are to take part in the present examinations at Regiopolis and the Brothers' School. The band numbered about forty performers on brass and reed instruments, and their music was particularly good. They were met at the city depot by a large number of their friends, and marched along Ontario street into Brook street, keeping admirable time, and playing with all the ease and confidence of older performers. They were marshalled to Regiopolis College, headed by their sergeant-major, a boy, with a large silver-headed cane, and preceded by a green banner, with the Harp of Erin surrounded by Shamrocks in the centre, naturally attracting no small share of attention.—*Kingston News*.

—**ST. MICHAEL'S COLLEGE.**—On the 5th inst., the Scholastic Year at the above College was terminated, by a literary entertainment, on the part of the students, followed by a distribution of Prizes. The recreation hall was tastefully arranged and decorated for the occasion, and was crowded with the numerous parents and friends of the students, besides many others specially invited. Precisely at two o'clock, the *séance* opened with an address by Mr. Edward O'Flynn, who, on the part of the students, thanked the audience for their kind and encouraging presence at this close of their scholastic labours. On the close of the literary entertainment of the day, the Rev. Mr. Ferguson then proceeded to the distribution of prizes which had been awarded to each student; before doing which he addressed the audience on the progress of the College since its foundation—he pointed out the apparently slow but beneficial effects of the working of education upon a community; that learning was a *trés* tedious, though stately growth; and that it was only when the boys they had heard that day were making their voices audible, and their influence felt in society—when in fact those boys became the men who constitute society—then only would the influence of the principles and the piety it had been the labour of himself and the other Reverend Professors of the College to instil into their minds and impress upon their characters, become perceptible. The reverend gentleman's discourse was a very able disquisition on the duties of society in the education of youth, and the immense advantage with which the boon, when properly conferred, is paid back.—We are glad to perceive that the reputation of the college is attracting so many students from American cities. Amongst the audience were numerous parents of the students from Boston, Brooklyn, and New York. The unbridled license which infects every condition of life in the neighbouring Republic is calculated to impair the authority of parents over children—and Catholics naturally seek out a sphere where a spirit of subordination is taught, and boys learn respect for age, and talent, and authority. The number of resident boarders in the College during this last year was seventy-five. The College has already been enlarged to double its original size, and it is in contemplation to add another wing to it, to render accommodation for the increasing number of students still more complete. We earnestly recommend to the Catholics of Upper Canada, who can at all afford it, to give their sons the benefit even of a year's course at St. Michael's College.

It is lamentable to think how many wealthy Catholic parents suffer their sons to grow up in ignorance, utterly regardless of the injury they thereby entail upon them. We trust sincerely that those who have erred in this particular thus far, will take measures before it becomes too late, to repair the evil. There are few objects of greater pride that the Catholics of Upper Canada can point to than the growth and success of St. Michael's College—from very small beginnings it has, within a very few years, risen to a position of great usefulness. It boasts of a staff of able and competent Professors, and has sent forth students who, in the first educational establishments in England and the United States, have borne off the highest honours. That it may long continue its career of usefulness, and be a blessing to the community to which its labours are consecrated, is the ardent wish of every Catholic heart.—*Mirror*.

—**LORETTO CONVENT.**—The midsummer examination of pupils and distribution of prizes took place on the 15th inst., at Loretto Convent. On this as upon previous occasions this educational establishment maintained its reputation as a first class seminary for young ladies. The young ladies went through their various recitations, songs and pieces with that grace, ease and promptness that showed them to be refined, proficient and self-possessed, without exhibiting any signs of forwardness. The premiums and crowns were distributed by his Lordship, Bishop Lynch and the parents and friends of the pupils. The audience was most respectable, and all appeared well pleased and delighted, the parents of the pupils particularly so.—*Leader*.

—**DISTRIBUTION OF PRIZES AT VILLA-MARIA.**—The annual distribution of prizes to the pupils of the *Pensionnat de la Congregation de Notre Dame* at Villa-Maria (Monklands) took place on the 5th inst. in the grand hall of the institution. The pleasing exercises usually attending the closing of term at Villa-Maria were rendered still more interesting by the presence of the Governor General and staff, Viscountess Monck, Miss Monck and Miss Louisa Monck; Lieut.-Gen. Sir W. F. Williams, K.C.B., and staff; Major-Gen. the Hon. J. Lindsay, M.P., and staff; and a large number of the officers of the garrison; His Worship the Mayor; Hon. G. E. Cartier; Hon. T. D. McGee; Hon. A. A. Dorion; Hon. John Young, and other prominent gentlemen of the country; Mgr. Bourget, the Roman Catholic Bishop of Montreal, and a large number of the clergy of this city, together with numerous relatives and friends of the pupils, consisting chiefly of ladies, completely filling the large apartment. The usual preparations had been made. The young ladies, dressed in white, had taken their seats, when Mayor Beaudry conducted Lady Monck to a seat on a dais in front of the elevated part of the hall occupied by the pupils. Seats had also been placed on this dais for the daughters of the Governor, to which they were conducted by the Hon. Messrs. McGee and Cartier. The Governor General followed, and was conducted to a central seat on the dais, supported on the right by the Roman Catholic Bishop. As the Governor and family entered, a very brilliant overture was performed by eleven young ladies, on a harmonium, two harps, and four pianos. A poetic welcome, in English, to Lord and Lady Monck, was then read by Miss Pinsonneault. This was succeeded by a complimentary *fantasia*, on harps, pianos, and harmonium. A dialogue in French ensued, sustained by eight young ladies, on the subject *Les Femmes Célèbres de la France*, each of the ladies assuming the name and speaking in the character of some one of the distinguished women of France in the time of the Revolution. Some exquisite piano-forte effects were produced in the succeeding piece by sixteen hands, eight young ladies contributing the hands in question. A dialogue of a semi-musical character followed, to illustrate the condition of education in this country in the 17th century, in which one young lady appeared in the costume of one of the aboriginal tribes of this country, and two others in the white dresses of the pupils. The distribution of prizes and the honourable mention of pupils was commenced, His Excellency and Lady Monck assisting in the former by bestowing the prizes on the successful competitors. Gold medals and white crowns were presented to a number of young ladies for excellent conduct, Lady Monck placing the crowns upon their heads. Gold medals and diplomas were then conferred on the graduating class. Prizes for domestic economy, culinary accomplishments, and *la science de maitresse de maison* were likewise distributed to a number of incipient housewives by his Excellency. A white rose was then given to the young ladies of the superior class, an honour second only to the gold medal of the graduates; these are the graduating class of 1865. His Excellency arose at the conclusion and said, that before bidding the young ladies good bye, he had been deputed by Lady Monck to express to them the great pleasure she

experienced from her visit to their villa; and he also expressed the feeling of pleasure with which he revisited the beautiful place, and found evidences of the continued prosperity of the institution. There was one circumstance which marred the pleasure that it gave him, in bringing Lady Monck to visit them, and that was that he had not the capacity to express in verse a suitable reply to the charming address of the young ladies; he was unable to give expression to his thanks except in weak prose; but he hoped they would accept it as the best he could offer. When he regarded the power of women in influencing the affairs of the world, and when he beheld the harmonious union in this school of young ladies of different nations and religions, and some even from our nearest, and what ought to be our best, neighbour, the United States, he could not but express the hope that they would carry into their future lives the feeling of friendship engendered here towards those with whom they sustained relations, and thus soften national and religious asperity. Society owed much to those who had produced these desirable results. His Excellency concluded by again tendering his and Lady Monck's best wishes for the future prosperity of the institution and its pupils. He then took his seat amidst great applause.—*Montreal Gazette.*

**McGILL NORMAL SCHOOL.**—The 7th session of the Normal School closed on the 80th inst., with the distribution of the diplomas to the successful candidates. The proceedings having been opened by prayer, the Chief Superintendent of Education, the Hon. Mr. Chauveau, made a few introductory remarks. He drew attention to the fact that a slight change had been made in the law, by which graduates of the University after undergoing a course of training in the art of teaching, would become eligible for academy diplomas. The Principal then made the following statement:—The total number of pupils entered in the school had been 74; but an unusual number had been prevented by illness from going to the examinations. In the final examinations 40 had passed for diplomas, two for the Academy diplomas, 14 for the Model School diplomas, and 24 for the Elementary School diplomas. This raises the total number of diplomas granted since the commencement of the school to 318, and the total number of persons who have received diplomas to 216. Of these he had reason to believe that by far the largest part are usefully employed in the schools of this Province. The Hon. Mr. Chauveau proceeded to hand the diplomas to the graduates. This interesting proceeding being terminated, Miss Merry was called upon by the Principal to read the valedictory address. Professor Darey, M.A., then read a kind and affectionate address to the pupils in French, filled with good advice, especially with reference to the French works they should read;—after which, Dr. Wilkes gave an account of the religious training of the pupils, which, he said, was exceedingly satisfactory as far as they were concerned, but some change was required in the manner of administering it. The Principal then made a few closing remarks. During the afternoon Mr. Fowler's pupils gave some nice vocal music. The meeting closed with the benediction by Dr. Wilkes.—*Witness.*

—**McGILL MODEL SCHOOL—EXAMINATION AND DISTRIBUTION OF PRIZES.**—The annual public examination and distribution of prizes to the scholars of the McGill Model School took place on the 5th inst. The examination occupied the morning and a portion of the afternoon, and was exceedingly creditable, alike to teachers and scholars. The boys, under direction of their drill instructor, Sergeant-Major Smith, Scots Fusilier Guards, were put through their drill exercise on the play ground behind the Normal School in presence of the visitors. This part of the programme seemed to be enjoyed greatly by the boys. The scholars of both sexes then ascended to the hall, which was soon filled by themselves, their parents and friends. In the centre of the platform, at the farther end of the room, was a table covered with beautifully bound books, intended as prizes for the diligent and apt scholars; and at the opposite extremity were tables covered with specimens of the handwriting, drawing, &c., of the pupils. The prizes were then delivered by Dr. Dawson. Mr. J. Dougall then addressed the scholars. He said, the poet Tupper advised every young man to look on every young woman with respect, since he did not know which was to be his wife, so he, Mr. Dougall, now looked with respect upon each boy before him, since he did not know but that one of them might be their future Governor or Mayor. He advised them not to be content to pass through life as might a smooth unknotted thread pass through the eye of a needle, but resolve to make their mark in the world, and be known hereafter to have done some good in it. It had been remarked to him, that those families who depended on their father's wealth seldom affected much; it was from amongst those youths that had to make their own way in the

world that came our merchants, our ministers, our statesmen and others of note. Let them then, all begin now those efforts which would make them efficient and useful in their course through life. Whilst listening to the reading of the formidable list of prizes won by them, he thought the scholars must have been very busy indeed, and, with such an amount of study, he was rather surprised at their healthful appearance. He inferred that they had mingled recreation with their hard work, and had duly enjoyed the necessary fresh air.—He impressed upon the scholars the importance of having some speciality of study, of aiming at some particular object in the field of knowledge, mentioning the names of gentlemen with whom they were familiar, who had done so, and hence had excelled and become celebrated. But this they could not do, nor attain to any good, if they did not avoid the snares which would lie in their path; and above all he exhorted them to shun the use of intoxicating drinks, and the entering into those places for their sake, the frequenting of which led to the destruction of so many of the young and promising. He hoped that none of them would become the victims of this most ruinous habit. Dr. Dawson next addressed himself to the parents and friends of the pupils. He remarked that the McGill Model School was now well known to the people of Montreal, yet he would say that its primary object was to furnish a school wherein teachers who were training in the Normal School could practise, in order to fit them to be sent out into the country. With regard to Mr. Dougall's remark on the healthy appearance of the children, he (Dr. Dawson) attributed much of that appearance to the judicious manner in which the work of the scholars was arranged, also to the ventilation of the school, the abundance of fresh air and exercise allowed to the children. Let the pupils ever keep in remembrance that all the good things they enjoyed, good schools, able and kind teachers, &c., came from God, and should be received and improved with gratitude. He wished them all the enjoyment of a pleasant holiday. They, especially the younger portion of them, had yet very many steps to go up the ladder of learning before they reached the top, and he hoped they would all come back again at the re-opening of the school in September, and take some more steps, and so become wise and learned men.—*Witness.*

—**TEACHERS' ASSOCIATION OF UPPER CANADA.**—We desire to recall attention to the meeting of the Upper Canada Teachers' Association, in the Temperance Hall, Toronto, on Tuesday, the 2nd of August next, at 11 a.m.

—**TOWNSHIP TEACHERS' ASSOCIATION.**—We are requested to state that a meeting of the Teachers' Association of the Township of Townsend, will be held at the Town Hall, Waterford, on Saturday, the 20th of August, at 2 o'clock p.m. The Rev J. Van Loon, local superintendent, will deliver an address. Mr. Peg will read an essay, and Mr. Roche will make an oration on botany.

## X. Departmental Notices.

### NORMAL SCHOOL.

The next Session of the Normal School will commence on Monday, the 8th of August. Candidates for admission will require to be in attendance during the first week of the Session.

### McGILL UNIVERSITY, MONTREAL.

THE CALENDAR for the Educational Year 1864-65 is just published, and affords all necessary information respecting

THE FACULTY OF ARTS.	THE HIGH SCHOOL OF MCGILL
THE FACULTY OF MEDICINE.	COLLEGE.
THE FACULTY OF LAW.	THE MCGILL NORMAL SCHOOL.

The attention of all interested in the higher education, is invited to the course of study set forth under the above heads, and which have been so arranged as to afford to all classes of persons the greatest possible facilities for the attainment of mental culture and professional training.

Copies will be forwarded free to any part of British America on application (post-paid) to the undersigned.

W. O. BAYNES, B.A., Sec., Registrar, &c.  
Sin—jas—up.

July, 1864

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LOVELL AND GIBSON, PRINTERS, YONGE STREET, TORONTO.

# JOURNAL OF EDUCATION,

Upper Canada.

VOL. XVII.

TORONTO: AUGUST, 1864.

No. 8.

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### BUCHHEIM ON THE HISTORY OF EDUCATION.

A most interesting and exhaustive paper upon the History of Education, was recently read by Buchheim, of King's College, before the College of Preceptors, in London. The learned professor commenced with an allusion to the vast amount of material afforded as the basis of such a lecture as he proposed, and with a confident hope of forbearance and attention from those before him, whom he styled "the contingent of the heroic host of educators."

"Let nobody," said he, "think the epithet *heroic* too presumptuous and too assuming in the present instance. . . . The scholastic world, too, has its heroes and undoubted warriors. And if it does not offer the brilliant exploits which inspire the poets, arouse the enthusiasm of the young, and dazzle the vulgar, it has, on the other hand, the overbalancing advantage that its pages are not stained with blood, like those of the History of the World; and that the traces which the heroes of the educational world leave behind them do not consist of regions laid waste and made desolate for ever, and of 'battle-fields filled with corpses,' but of nations enjoying and spreading the blessings of civilization, and of the everlasting monuments of the products of the human mind. The schoolmaster has generally to fight against the prejudices of the old and the perversity of the young: and this struggle, besides being more obstinate and more mortifying than any other, lacks also those inspiring circumstances which, amidst the din of battle, easily make heroes even of cowards."

After some further remarks upon the manner in which he intended to treat his subject, the lecturer went on to say: "The History of Education dates from the earliest times on record.

As soon as man had reached a certain degree of culture, he became desirous of imparting the same degree of culture, generally acquired after a hard struggle, to his children, in order to secure to them his acquisitions without any struggle whatever. His children had, therefore, the advantage of being guided by experienced hands, and an improvement could not fail to take place. The first pupils thus became even better teachers than their fathers were. The various experiences of the different heads of families were collected, and soon formed one system of education. Hence it happened that there arose so many different systems and standards of education. Every nation, or rather every state—[*Query*, why this distinction without a difference, on the part of the lecturer?—brought up its children according to the notions which prevailed amongst the members of the State.

"The ancient nations could not elevate themselves above the limited horizon of the State; and this is the only point to which we find the various systems of education amongst the nations before Christ converging. The Chinese, the Indians, the Persians, and the Egyptians, had all their different systems of education; but their ultimate object was to educate their children for China, for India, for Persia, and for Egypt respectively. Their aim was not to bring up men, for they did not possess any notion of humanity or mankind. This circumstance will also explain the reason why women were generally excluded from the pale of education. The men alone formed the State, and consequently they alone seemed to have the right and the want to be educated. The glorious purpose of educating man, as man, dates from the Christian era only.

"The division of the History of Education into two great periods, is here at once perceptible. The first, dating from the earliest historical times, may be called the period of national or State education; while the second, which begins with the Christian era, may be best designated as the period of cosmopolitan, or rather humane education."

Dr. Buchheim now proceeded to demonstrate that the educational system of all nations but two, during the first period, have mostly an historical value only. He sketched the Chinese system of education, "which moves in the narrow circle of the family only," and from which humanity at large gained little. He admitted, however, that there was one point to be admired in the Chinese—they only allowed such teachers for the higher course of instruction, as had themselves undergone a proper examination. In that, some other nations might find a proper



example to follow; and our readers, we think, will agree with the conclusion.

He next sketched the educational system of India, and noticed particularly one fact, that the system of Lancaster, which made the more advanced pupils, under the name of monitors, instruct the younger pupils, was derived from India. The Rev. Mr. Bell observed it, and made a report to the East India Company on the subject, from which Lancaster derived his idea. The same system had been tried and condemned, however, in Germany, long before it had been tested and failed in England and the United States.

The Persian system was next commented on, which differed little from the Indian, except in having more vigour, in consequence of the lack of the castes which hampered it in India.

From the Persian the lecturer next turned to the Egyptian system, which was more complete. He commented on their proficiency in mathematics, which seemed to have been their favourite study. It did not, as Plato justly remarked, seem to benefit either the administration of the State nor the private concerns of the people, nor tend to ennoble the character of the proficients—neither of which, we should suppose, would be claimed for the study by its greatest admirers.

After an examination of the Theocratic system of the ancient Hebrews, which followed after that of the Egyptians, he advanced the opinion that to Egypt not only was the Hebrew, but also the Greek culture largely indebted. The position of Dr. Buchheim is undoubtedly correct. The admirers of Greek literature and laws will not admit that there was any high civilization until that of Greece appeared; but the evidence now before the world shows that Egyptian civilization was in full vigour before that of Greece, and in some things surpassed it; and careful examination enables us to trace much of Grecian science, letters, and arts to an Egyptian source. Yet the educational system of the Greeks, on which the lecturer dwelt, was more perfect than its predecessor. The Greeks were desirous of developing both mind and body—to combine mental and physical culture—so as to produce a cultivated mind in a perfect frame. Hence their gymnastics—the games as well as the schools—Heraldes had equal honour with the Muses.

A commentary on the system of Creta and Sparta, which differed for the worse from that of the rest of Greece, preceded an examination of the Roman system, which was patriotic and practical. It had, too, this distinguishing feature, that it had high notions of family life, and hence the position of woman was better than among the Greeks. The conclusion of this part of the lecture is worthy of attention, and hence we quote it:

"The greatest theorists of those times in educational matters, were Cicero and Quintilian. Their theories were in accordance with the Roman character, highly practical, just as they were the results of practical wants. Many of their wise precepts ought to be engraven on the heart of every man. What a wholesome truth lies in the Ciceronian saying: 'To undertake nothing that is averse to our nature and capacities, and always to follow our individual natural ability; to do nothing against the will of Minerva; that is to say, nothing against our natural aptitude!' If this precept were strictly observed, we should not see so many bunglers and dabbles in the world. Certain subjects are necessary for everybody; but when they have once been mastered, let every individual choose what suits best his nature. Let nobody undertake anything against the will of Minerva. When we consider how many hundreds of boys are most injudiciously compelled to plod, during the best and brightest years of their lives, over the languages of Rome and Greece, to no other purpose but to follow the common track, which prescribes the study of the ancient Classics as a *sine qua non* for those who aspire to a gentlemanly education—when we see that most of those who study Latin and Greek are not able to read with ease the works written in those languages, and that only an exceedingly small number of them are endowed with the proper taste really to enjoy them—and when we know at the same time that the study of the modern languages would be far more conducive to their intellectual development, because they are more congenial to them, and would tend much more to help them on in their future career—are we not in duty bound to call out to them, 'Do not undertake anything against the will of Minerva?' Fortunately this view is gaining ground, though slowly, still steadily; and so I have no fear of being accused of speaking on the 'Nothing-like-leather principle.'

"Many eminent English scholars are now advocating the general introduction of modern languages as a necessary branch of education; and if the cry be raised that the limited school-time will not allow us to embrace both the ancient and the modern languages, we would only refer to the statement of Mr. George Long, who is undoubtedly one of the greatest authorities in classical matters, and who has declared that 'both Latin and Greek can be learned well in much less time than they are often learned very imperfectly. The student may begin later and he may end earlier,' &c.; and

finally he says, 'that the study of the ancient languages is generally commenced too soon.' On the greater part of boys, the study of the ancient classics is certainly quite lost, whilst German and French would be of real advantage to them. . . .

"It has often been remarked that ladies express themselves in more refined language than gentlemen. Well, they do not spend two-thirds of their school-time on Latin and Greek, but they apply themselves to the study of modern languages, and the refinement of their language might partly be attributed to this circumstance. Still we know there is a great waste of time and talent in female education also. We are well aware that the greatest part of their time for study is devoted by young ladies to music, and we are equally well aware that only a small number of them really have any talent for that art. Now, the unfortunate pupils who are endowed with no ability for music, may possess unusual talent for languages or literary pursuits. But Minerva must yield to Saint Cecilia: the young strummer is compelled to go on with her sterile musical studies, to her own prejudice, to the annoyance of her master, and to the terror of all the visitors at her parents' house.

"A more complete system of education than that of Cicero we find in Quintilian, who, although he took Plato as the basis of his theories, had only the practical wants of life in view, like a true Roman. His works may still be studied with great advantage by all who have the educational question at heart. He prefers the 'bright light of the schoolroom to the dark solitude of a domestic education'; and above all he condemns the not unusual custom of taking an indifferent master for beginners. Such a proceeding he considers highly prejudicial to education; for when at a later period the better master is employed, his work is double. First he must eradicate the unsound teaching, and then he must teach what ought to have been taught before. Every thing becomes more intelligible the more intelligent the teacher is. He further thinks it necessary that the educationist should be acquainted with the theory of teaching. Marcus Aurelius Quintilianus was born, as you well know, in the year 42 Anno Domini; and I am grieved to say, after a lapse of 1800 years, we still find the prejudice prevalent all over the world, that inferior teachers are good enough for the beginning and that the practice of employing qualified schoolmasters only is still a *pium desideratum*!"

Professor Buchheim now took up the second part of his subject, and in introducing it asserted that the aim of education in the ancient world was but limited, since the right of man, as man, had not then been acknowledged. The aspect of affairs changed with the new era—the individuality of nations began to soften, and the world was divided into Christians and non-Christians. From that time out the lecture would have nothing to do with nations, but with the systems of individuals. The Professor gave a sketch of the origin and progress of the Christian schools under the influence of the Fathers of the Church, and the state of education in the Byzantine empire; digressed slightly to the Arabians; examined the Monastery and Parochial schools of the middle ages, and the polite education of the Knights. He described the extraordinary education movements which took place in those times—in the Netherlands, where Gerhard Groote, Thomas à Kempis, Rudolph Agricola, and Erasmus from Rotterdam, disseminated classical learning and sound educational principles; in England, where John Colet founded the Schola Paulina, and where Louis Vives contributed much to the enlightenment of teachers;—in Italy, where at the time civilization centred;—in France, where the first University was founded in Paris;—and in Germany, where Gutenberg made the most beneficent human invention, and the son of a poor miner freed the Church and emancipated the School.

In describing the great influence which Defoe's Robinson Crusoe exercised in those times on the minds of the educationists, the lecturer found an opportunity to speak of J. J. Rousseau and his remarkable book on education. "Rousseau's Emile," said the lecturer, "was a protest against the shallowness and demoralization of French life as it was during those times. Men were then nothing but artificial creatures, and Rousseau wanted to lead them back to nature. His object was, however, not to ennoble them afterwards by art, but to leave them in their natural state, and thus he committed the error of falling into the other extreme."

To a detailed criticism on Rousseau followed an outline of the "Philantropin," which was founded by Basedow, in 1774. He became thus the founder of the "Philantropinists," whose aim was "to raise education to a science, to make instruction not a mere trade, but the object of scientific research."

The example set by the Philantropinists had a very beneficial effect on the educational world, and made itself felt even in Austria. In France it was the great revolution that paved the way to a better educational system; but no considerable improvement took place there before the July Government had sent a special commission to Germany to examine there the educational institutions of her various states, and especially of Prussia. The special commissioner

was Victor Cousin, and in his report he demonstrated "the immense superiority of all the German States, even the most insignificant Duchy, over any and every Department of France in all that concerned institutions of primary and secondary education.

France was not ashamed to acknowledge, and to adopt, the superior school organization of Germany; and, thanks to this circumstance, she possesses now a greatly improved educational system.

Singularly enough, Dr. Buchheim nowhere spoke of the Spanish system of the primary schools. It is noteworthy, and we shall, before long, make it the subject of a special article.

The lecturer gave a concise description of the greatest modern German educationist, Johann Heinrich Pestalozzi; and after having spoken of Diesterweg, Froebel, &c., he concluded with the following words:

"In conclusion of this, my imperfect sketch, I must make one more remark. It is an acknowledged fact, that the unrivaled educational development in Germany is chiefly due to the circumstance that education is there really considered as a science, and that only duly examined teachers are allowed to exercise the profession of schoolmaster. The inference is easily made. When the great object of this Institution will be crowned with success, the educational standard will, in this country, be on a level with that of Germany."

Such is an abstract of an exceedingly able discourse, which we hesitated to mutilate, and which we would have given in full, had it not been too long for our pages. It contained hints of value, as well as an interesting summary of historical facts. It drew out the comments of the learned among its hearers, who generally regarded it highly. Professor Leitner, who spoke with marked commendation of it, remarked, however, that the lecturer's application of the Roman maxim, *hanc invita Minerva*, was good and sound; but still he thought it necessary to say a word of warning respecting that maxim,—it was, that nothing could be more faithful to true education than to act upon the rule, that the inclinations of the young are to be our chief guides in directing their studies. The first business of the educator is to discipline the minds of his pupils thoroughly, and thus to enable them subsequently to come to a wise determination in the momentous choice of a career. When, with sufficient knowledge both of his own powers and inclinations and of external considerations, a boy manifests a decided leaning towards any special subject or mode of activity, it would be folly indeed to disregard the advice of the Roman sage.—*American Educational Monthly*.

## II. Papers on Classical Subjects.

### 1. ANCIENT AND MODERN DISTANCES.

We are so accustomed to the magnificent distances of our country, that our imaginations almost refuse to credit the possibility of noble deeds done on so small a scale of magnitude as sufficed to reveal the greatness of ancient Greece. Wide space is evidently not needed to develop the activity of even the greatest men, any more than intellectual pre-eminence requires large bodily dimensions. Gibbon must needs remind his readers that Palestine was not much superior in extent to the Principality of Wales, doubtless intending to hint that so diminutive a territory could not demand so much consideration for its history as seems to be claimed for it in the Bible. But the sceptical historian would have resented any attempt to cast doubt on the truth of the history or demerits of the great men of Greece, because their activity was all exerted within so narrow a space.

A writer in the *Christian Examiner* says: "It is hard for us in modern times to adjust our great lenses to the scale of magnitude on which that marvellous drama was acted out. Thus, by singular good fortune and skill, Athens early succeeded in annexing Eleusis, ten miles off, and Salamis, across an easy ferry, and absorbing into a sort of great township its continental possessions of twenty-four miles square. But Ægina, that lies pleasantly in sight over the bay, was the home of 'alien enemies,' and was only held under by the iron hand. Megara, at five and twenty miles, was the standing pet hostility of Athens; while her most generous act of foreign policy was in steadily upholding Plataea, at thirty-five miles distance, against the hateful predominance of Thebes, at forty. The eternal rivalry with Sparta reached over an interval of about as great as that which separated New York from Philadelphia; while the disastrous expedition to Syracuse, which bewildered the Attic imagination no less by the daring of its distance than by the splendour of its equipments, traversed a world of waters rather less than from the Chesapeake to Port Royal. Yet these narrow limits were enough for the great passions of patriotism, ambition, jealousy, and international hate. The intense pride of every Athenian citizen in his own splendid capital, his fond recalling of its generous liberties and its grand memories, in exile or disaster, or times of peril or fear, is familiar to every one who remembers the soldierly summons

of Xenophon on his retreat, the touching appeal of Nicias to the forlorn hope at Syracuse, the fond tone in Plato's dialogues, or the ringing harangue of Demosthenes, when the shadow of Macedon began to darken the pass at Thermopila."

### 2. STUDYING THE CLASSICS IN SCHOOLS.

BY PROF. MARTIN KELLOGG, OF THE COLLEGE OF CALIFORNIA.

The Classical authors, as the term is commonly used, are Greek and Latin. When we speak of studying the Classics, we mean the best writings of the Greeks and Romans, in the original tongues.

These authors deserve a place in the course of study in our common schools. The Latin language, especially, should be taught quite extensively. In many schools this cannot be done: they are primary in their character, or the teachers employed are such as have themselves had no classical instruction. But in graded schools, and in other schools where suitable teachers can be found, the classics should have an acknowledged, and often a prominent place. The higher mathematics are taught, to some extent, in such schools; the classics present at least as strong a claim.

There are advantages in this study,

I. For those who can have only a school education.

1. From the *kind of study*. There is a peculiar and very valuable discipline to be got by it. We learn to reason from probabilities; weighing, balancing, making careful and exact discriminations. We learn to distinguish the subtler shades of thought, and to see how much depends on the right choice and use of words. Our taste is cultivated. Nowhere can more exquisite models of composition be found than in the classics. By the common consent of the literary world, there can scarcely be found, in the whole realm of letters, such prose and poetry as the old Greeks and Romans have bequeathed to us. The jarring schools and the changing ages agree in admiring the classic models; with one voice they declare their surpassing excellence.

2. From the *knowledge acquired*. The knowledge of ancient times; of the old, potent civilizations, out of which have come so many of our modern influences. Those were the fresh periods of the world's life—the times of its lusty youth. There is a use, as well as a charm, in looking through the language of such nations as were then on the world's stage, down into their hearts and minds and lives. Translations cannot give us the whole; they are lifeless, compared with the glowing originals. If we wish really to enter into the spirit and life of a people, we must understand the very words in which they thought, and loved, and sung. Nor, in classical study, do we stop with mere word-meanings. We are led into the higher domains of discussion—into the widest relations of history. The text of a particular author is made the unit of appreciation; and by means of this we compute facts of geography, of chronology, of politics, of philosophy, of law, of religion. There is no star in the ancient heavens which is not brought to view by the glass of language.

This study gives us, also, the knowledge of language. Our own English, and other modern tongues, are greatly indebted to the classical languages, especially to the Latin. She is the mother of the French, Italian, and Spanish; and those who wish to know the daughters ought always to secure the mother's introduction. The English is of mixed descent; but its life is largely drawn from the Latin. Anglo-Saxon, as it is styled, is the important ground-work; but we should be poor indeed, deprived of our rich classical inheritance.

In the use of our large Latin element the study of Latin is of very great service. It gives us a new power over common speech. It helps us to accurate distinctions, and guides us nearer to the truth we think, or speak, or hear. There is, moreover, a great pleasure in such a mastery of our noble tongue. Language is life to us, in many respects; and the more familiar and life-like we can make it, the greater are our enjoyment and power.

The Sciences have nomenclatures drawn almost wholly from the classical tongues. He who wishes to pursue scientific investigations, or to understand scientific progress, will find it of great use to know something of the original of the terms thus imported.

There is a Science of Language, which in these days is becoming popularized. It is destined to attract increasing attention, and to claim, more and more, the notice of all intelligent men. A basis for such study will naturally be found in the classics. Without these, there can hardly be sufficient means of comparison and illustration.

These, imperfectly hinted at, are a few of the reasons why classical authors, especially the Latin, should be brought within the reach of those who receive only a school education. But, the advantages of the Classics should be given in our schools.

II. For those who may have the wish and opportunity for further study.

Often a young man does not know where he will stop. He is tempted on, from one field of study to another. Now that course is best, other things being equal, which will leave him at liberty to go on to any extent. He may choose to go through a regular College training. He may be drawn, without this, to a professional life. He may become an amateur in scientific pursuits. In any of these events, he will be much advantaged by a previous introduction to the classical tongues. As an amateur student, he will be far more intelligent, and find himself in a much wider range of his favorite literature and companionship. As a professional man, it is indispensable that he be master of the classical technics of his profession. And the case is not infrequent, in which a taste of classical study leads directly to the acquisition of a "liberal education," which is, or should be, one most worthy of a "freeman"—a generous culture, such as our higher institutions aim to impart, as a means of wider influence and nobler achievement.

Classical studies are on the line of these higher attainments and results. Ought they not to be early fostered, with these ends in view?

These studies are very beneficial, very interesting and satisfactory in themselves. They would deserve a place in our schools, if none were to go beyond the school curriculum; but they should be encouraged, also, for their stimulus to further studies—for their use in the higher walks of life.—*California Teacher.*

### 3. ATHENS IN LONDON.

Mrs. Avramoite, an Athenian lady, has, in the Crystal Palace at Sydenham, a beautiful model of Athens in *papier mâché*, showing the architectural grandeur of the ancient citadel, on a scale of 1 to 1000. The following edifices are marked in the model with a numerical reference: Grotto of Pan, Pelasgic Wall, Cimonian Wall, Tomb of Talus, Theatre of Bacchus, Arch of Eumeneus, Theatre of Herod (Odeon), the ancient Gate, Agrippa's Column, Pinacotheca, Propylaea, Venetian Tower, Temple of Victory, Parthenon, Erechtheum, Tomb of the French General Favier, who fought for the independence of Greece.

## III. Papers on Literary Subjects.

### 1. THE STUDY OF THE ENGLISH CLASSICS.

The teacher requires not only a well-disciplined mind, but a vast fund of information, from which he can draw at all times for the purpose of illustrating whatever he may be teaching. This requires that the teacher should be constantly improving himself, if he would have his labours crowned with the noblest success. English literature offers a rich field for study and improvement, and some of the best models in the language are within the teacher's means. In our language may be found productions of rare merit in history, in poetry, in criticism, in the art of teaching,—indeed in all departments of knowledge,—and teachers will find an acquaintance with them of much value in their profession. By a critical perusal of such works the mind comes in contact with other minds, opinions are modified, new ideas received, thought developed, the taste cultivated, and the imagination disciplined. The mind can thus be kept active, expedients will be originated, and a tendency to a monotonous round of school duties prevented. This will be particularly the case in the departments of reading, grammar, history, and, to some extent, geography.

The teacher who is thoroughly versed in literature will have an important advantage in teaching reading. From the force of habit, he will more readily perceive the thought embodied in the lesson, he will more readily apprehend the meaning of the words employed, and will more keenly feel the power of those passages where the various emotions of the heart are described. Hence he will be more successful in his attempts to make the lesson understood, will have more skill in explaining the use of words, and will give his illustrations in reading with more power and effect. Under such a teacher, the reading-lesson would assume a new aspect. His culture would be the magician's wand that would transform the whole scene into a living, glowing picture of joy and enthusiasm. The child, while he will be still learning to read with accuracy and order, will be storing his mind with a variety of useful knowledge, and will be acquiring a love for good literature that will be of incalculable benefit through all subsequent years of existence. Such scenes have been realized, and there is room for still further improvement. The dull round of reading that is to be seen in so many of our schools, may be effectually broken up by proper culture and effort on the part of the teacher. But we must all remember that *self-improvement* is the foundation upon which the superstructure must be reared.

The advantage of an acquaintance with the classical literature of

our language will be very apparent in teaching grammar, particularly in the more advanced classes. It is of little use to learn the rules of grammar, and to be able to tell the different parts of speech and their relations to each other, unless the child acquires the habit of using language properly. The ability to use words accurately is one of the most striking characteristics of a scholar. The teacher should be a model in this respect. Where can he find better models for his own improvement than the English classics? In many of our public schools, classes may be found who are sufficiently advanced to study with profit some work like the *Seasons* or the *Task*, if they can be guided by a competent teacher. Such works should be studied with critical care, for the purpose of pointing out the style, tracing the learning allusions, perceiving the naturalness, the beauty or sublimity of the descriptions, developing the taste, entering into their spirit, and awakening a permanent love of good literature. Much might be done in this way towards developing a correct taste in the minds of many who will have no other advantages than the public schools. Teacher! might we not profitably spend more time in studying the English classics? The poet truly says:

"Seek to gain  
Complete symmetrical development  
That thou may'st minister in things of use  
To all who seek the palace of thy mind."

A TEACHER, in *Conn. Com. School Jour.*

### 2. "ME" AND "I."

The Dean of Canterbury (Dr. Henry Alford), in a recent work—"The Queen's English"—takes rather strong ground in favour of certain colloquial terms, which are generally censured by the grammarians. Among others, he defends the phrase "It is me." Says the Dean:

"'It is me,' is an expression which every one uses. Grammarians (of the smaller order) protest; schoolmasters (of the lower kind) prohibit and chastise; but English men, women, and children go on saying it, and will go on saying it as long as the English language is spoken. Here is a phenomenon worth accounting for. 'Not at all,' say our censors; 'don't trouble yourselves about it; it is a mere vulgarism. Leave it off yourself, and try to persuade every one else to leave it off.' But, my good censors, I cannot. I did what I could. I wrote a letter inviting the chief of you to come to Canterbury and hear my third lecture. I wrote in some fear and trembling. All my adverbs were what I should call misplaced, that I might not offend him. But at last I was obliged to transgress, in spite of my good resolutions. I was promising to meet him at the station, and I was going to write—'If you see on the platform *'an old party in a shovel,'* that will be I." But my pen refused to sanction (to *endorse*, I believe I ought to say, but I cannot), the construction. '*That will be me,*' came from it, in spite, as I said, of my resolve of the best possible behaviour."

The Dean then quotes from Dr. Latham's "History of the English Language," page 586: "We may . . . call the word *me* a secondary nominative, inasmuch as such phrases as *it is me* = *it is I* are common. To call such expressions incorrect English is to assume the point. No one says that *c'est moi* is bad French, and *c'est je* is good. The fact is, that with us the whole question is a question of degree. Has or has not custom been sufficiently prevalent to have transferred the forms *me*, *ye*, and *you* from one case to another? Or perhaps we may say, is there any real custom at all in favour of I except so far as the grammarians have made one? It is clear that the French analogy is against it. It is also clear that a personal pronoun as a predicate may be in a different analogy from the personal pronoun as a subject."

In commenting upon the matter, the *London Reader* says, "With every respect for the dean and the doctor, this is surely beating about the bush. An Act of Parliament is said to override everything. In all languages, dead as well as living, idiom does the same. We cannot translate into German, for instance, the French *c'est moi* or the English *it is me*; we must use *ich*, not *nich*—*ich bin es*, *I am it*, not *es ist mich*. It is clearly an idiomatic expression to say *it is me*, which our mixed tongue has derived from our Norman ancestors; and, being such, it is too deeply rooted to be eradicated by grammarians of the smaller order, as the dean most aptly terms the cavilers. Idiom is one thing and grammar another; but no man can snub the former with impunity in thinking to do honour to the latter."

We admit that there are certain tendencies in the English language which it is almost impossible to resist; and there are modes of expression to which habit gives authority. Theoretically, "thou," being the first person singular, is proper to use in addressing an individual, and yet we always use the first person plural instead. Even the members of the Society of Friends do not use "thou," but say "thee," a grosser violation of the grammatical

rules than the other. The spoken and written language of a nation differ: the one being easy, unconstrained, and careless; the other getting on stilts occasionally, or at all events walking very erect and with precision of step. In this case, however, the substitution of "me" for "I" is not idiomatic. It is a mere vulgarism. The tendency to the expression may arise from the position of the pronoun. The objective pronoun usually following the pronoun, we naturally, if in haste, may give the objective form from the position. In the controversy, to which Dr. Alford's book has given rise, one writer attempts to justify the use of "me" in the sentence quoted, because the construction is "me [whom you will see]. You will see me." But this is absurd. The only legitimate ground of defence is that taken by the dean himself, though we do not think that quite tenable.—*Am. Edu. Monthly.*

### 3. THE COMMAND OF WORDS.

A Statistician has had the patience to count the number of words employed by the most celebrated writers. The works of Corneille do not contain more than 7,000 different words, and those of Molière 8,000. Shakespeare, the most fertile and varied of English authors, wrote all his tragedies and comedies with 15,000 words: Voltaire and Goethe employ 20,000: Paradise Lost only contains 8,000: and the Old Testament says all it has to say with 5,642.—*The Times.*

### 4. A MOHAMMEDAN LITERARY SOCIETY IN CALCUTTA.

The Calcutta correspondent of the London *Times* says:—In the absence of any very stirring political news, perhaps you may be interested in learning that an educational "movement" of some little importance is going on among the leading members of the Mohammedan faith in Calcutta. Whether the work of educating the natives generally makes them more friendly to the British rule, is at the best very doubtful. Those who have many opportunities of observing the natives, say that the more we teach them the more clever do they become in poisoning the minds of the ignorant portion of their countrymen against us. The Mohammedans, however, are acting quite independently of the government. One of the magistrates, Noulvie Abdool Lateef, has been getting up a literary society, and it is attended by the oldest and most orthodox members of the sect. There were many fears to allay and many prejudices to study; but as the originator of the society is an irreproachable Mussulman, the others could not see any great danger in attending the meetings at his house. Among the lectures given, was one by Abdool Lateef himself, on "The Origin of Newspapers;" others were on Electricity, the Solar System, and Agriculture. Moulvie Mahomed Abdoor Rowoof read a paper on the "English Constitution, and details of the form of English Government." Another was upon the "Seclusion of Native Women;" and on a subsequent evening the subject was "The Lives of Copernicus and Sir Isaac Newton."

A very intelligent leader of the Mussulmans, Syud Ahmud, principal Sudder Ameen of Ghazeepore, delivered a speech in Persian, exhorting his countrymen to make themselves acquainted with the process of knowledge and learning in the West. This speech has been translated by Syud Ahmud himself. His object in addressing them, he said, was nothing but patriotism,—“May the lips that utter impudence be closed for ever!” He disclaimed the intention of wounding the feelings of his audience. “We are all one despite of our seeming diversity. There is nothing between the lover and his mistress by which they can be regarded as two different beings. It is only the lovers thinking themselves to be lovers, instead of one love that makes the supposed difference. Hence it is the duty of all to study the common good.” So reasoned the speaker. If those Mohammedan gentlemen can make their countrymen, who are now always on the look out for conspiracies, understand that their interests and those of the government are one, we shall have some cause to congratulate them on the usefulness of their society.

## IV. Papers on Practical Education.

### 1. THE NEED OF MORE GENERAL CULTURE AMONG TEACHERS.

An opinion has prevailed, and still prevails to a very considerable extent, that a teacher needs but a very limited knowledge of a very limited number of books in order to keep a school.

To make the study of Geography interesting and instructive, the teacher must not limit his own knowledge of that subject to the text-book in hand. In connection with it, he should be familiar with Astronomy, Geology, and, in fact, with nearly all the natural sciences. So, in Grammar, it is not enough for the teacher to be

acquainted with Etymology and the rules of Syntax; he must possess that intimate knowledge of language which is to be acquired only by familiarity with the works of the most elegant writers; he must be a student of ancient and modern languages; and should himself practise continually with the pen.

An author is said to be versatile when he employs the truths accumulated from observation, investigation, and experiment, by appropriating them to himself, and reproducing them in new and attractive forms. Just so the cultivated teacher employs his treasures of knowledge in presenting them to the minds of his pupils with originality and tact, and showing the harmony which subsists among all branches of learning, and how each forwards and is aided by all. “To educate a child perfectly,” says Channing, “requires profounder thought and greater wisdom than to govern a State;” and for this plain reason—that the interests and wants of the latter are more superficial, coarser, and more obvious than the spiritual capacities, the growth of thought and feeling, and the subtle laws of the mind, which must all be studied and comprehended before the work of education can be thoroughly performed. It naturally follows, then, that those who are entrusted with these immortal minds, can not be persons of medium culture.

In speaking of the qualifications of a teacher, some eminent essayist has enumerated the branches, as nearly as I can remember, in which a schoolmaster is expected to be proficient. “A thorough knowledge of the common branches is indispensable. An understanding of Pneumatics and Chemistry, and of whatever is curious or proper to excite the attention of the youthful mind—an insight into Mechanics, with statistics—Geology, or the quality of soils—Botany—the Constitution of his country and laws—the Languages, modern and dead—*cum multis aliis.*” This appears formidable, to be sure; and it must be confessed, that were applicants for our public schools subjected to an examination upon all these topics, hundreds would go unemployed.

Could our schools be under proper supervision, many of the evils resulting from the employment of incompetent teachers might be avoided; but so long as we have ignorant or indifferent school officers, we must expect to be burdened with ignorant teachers; and, what is deeply to be regretted, ignorant teachers in order to conceal their ignorance, are sometimes constrained to resort to lying; and although liars generally come to grief, their example does not fail to be pernicious.—*American Educational Monthly.*

## V. Correspondence of the Journal.

### 1. THE EXPERIENCE OF A YOUNG TEACHER.

*To the Editor of the Journal of Education.*

SIR,—Presuming you will allow space in your valuable journal for my crude observations, I commit them to paper. The experience of one man in any trade or profession is ever held to be highly beneficial to others in the same; while I endorse the sentiment, I would say that in none apparently so much as in teaching. My object in writing at present is not to benefit any so much as to express satisfaction for benefit received from that source myself. I engaged in the duties of the profession a few years since, possessing feelings of responsibility, and yet with hopes of success equal to my youth and energy. But I soon found myself met on all sides with difficulties, never before thought of, and without the means at hand to obviate them; nor do I believe that any preparatory literary training could have guarded me against the same. I frequently found relief from reading the *Journal of Education*, but more from visiting neighbouring schools. I do not infer that I did or could see fit in any case to copy the whole system of another, nor adopt many rules from any; yet, to these two, as a source (*reading and visiting schools*) I attribute much credit for help not to be over estimated in maturing plans and systems for the better management of a school which has made teaching to me agreeable exercise rather than irksome and tasteless employment. And strange to say that whilst teachers are commended, if not commanded, through the medium of the *Journal* to visit schools, there is no provision made by our school law at the fountain head for their doing so. This brings me to a point I had in view at my outset. A teacher to have success in teaching requires, besides the respect and confidence of his pupils, the hearty co-operation of their parents. Now a teacher cannot always secure this, his own modest arguments on visiting them or otherwise, will often tend to prejudice rather than soften them. But I have learned by observation how it may be done effectually; the Local Superintendent visits a school, and having previously notified the parents and teachers of neighbouring schools to attend, he examines the school, and having given the teacher credit for what he has done, and recommended to him what to do, with many useful hints and helps; he then, with the abounding sympathy of a man, appeals to the parents in behalf of the teacher and school, and



shows them that their success depends, in a great measure, upon themselves, shows them their duty to their children and teacher, thus convincing them of what they could never see before; the teacher is helped on his way, the parents go home with new ideas and strong resolves, while the children are revived and cheered, having measured off part of the year by one session, they make a vivid start in preparation for the next field day. Now this argues a point previously mentioned, viz: who is fit for the duties of Local Superintendent, and who is not; the press has given space to debate this subject before, some assuming one ground and some another. Whilst others, with much warmth and perhaps self-interest, denounce all "black coats" as necessarily unfit; now I take neutral ground, but hold to the fact that no man who has never taught nor learnt by experience the daily and quarterly working, changes and classification of a country school can do justice to the teachers' school or children; I care not what his educational or natural accomplishments may be.

There is nothing personal in these remarks; while McGillivray may be blessed with an efficient functionary at present, I do not think it was ever wantonly neglected nor ruled by a tyrant.

A TEACHER.

[The Chief Superintendent has recommended that suitable provision be made in the new amendment Act to make teachers to visit each others' schools.—ED. OF JOURNAL.]

## VI. Meeting of Teachers' Conventions.

### 1. LOWER CANADA TEACHERS ASSOCIATION.

Negotiations having been for some time pending between Local Associations of Protestant Teachers in this province, respecting the formation of a Provincial Association, it was thought advisable to hold a general convention of Teachers, for the purpose of finally revising the "Proposed Constitution" of the Association, and organizing upon that basis. Accordingly a meeting of Teachers from different sections of the province, summoned by circulars widely distributed, took place in the Hall of the McGill Normal School, Montreal, on the 4th and 5th ult.

The proceedings of the first meeting held on the evening of Friday were of a preliminary character, the public being invited to listen to addresses from several gentlemen intimately associated with education in Lower Canada. Dr. Dawson, principal of McGill College, in the absence of the Honorable the Superintendent of Education, took the chair, and after a prayer by Rev. Mr. Ewing and singing by pupils of the McGill Normal School under the direction of Mr. Fowler, said:—We open this, the second convention of teachers in connection with this Association, under favorable auspices. We have not only a large attendance of teachers and friends of education from Montreal, but representatives of the other Associations in Lower Canada, so that we may hope to inaugurate on this occasion a Provincial Association of teachers in which this and other Associations shall be united on equal terms, and shall hold still larger and more successful conventions, in succession in all the more important places in Lower Canada. Should it be so, this meeting will be an important one in the history of education in Lower Canada, to be looked back upon with interest and respect by our successors in times when we hope the education of this country will have attained a far higher position than that which it now occupies. That we may make this meeting worthy of the high objects we have in view, it becomes us to withdraw our minds as far as possible from our own little special spheres, and to consider ourselves members of a general educational body, all of whose parts work together for a great common end, one of the greatest which it is given to man to promote. Let us leave behind us all our little personal interests, jealousies, and grievances as unworthy of this occasion; and let us consider ourselves as educational missionaries, bound to endure hardness, if need be, in furtherance of the great work of education. Let us bear in mind also that our function is not so much negative as positive; that we are not so much to fight against the evils that affect education, however much they may annoy and injure us, as to prepare for a better future by sowing the seeds of good that shall in time counteract the evil. This is a somewhat obscure and quiet work when compared with that of the soldier and the political reformer, but it is a work that more thoroughly and effectually moulds the form and destinies of society. Let us then meet here in a spirit of love to one another and to all mankind, in a spirit of humble dependence on God's blessing in a spirit of large and liberal self-sacrifice on behalf of the great work of education, and let us consider not so much the petty difficulties that beset us as the sphere for exertion that lies above them in what we can do to make our work efficient for greater and for positive good.

Mr. Laing of the Waterloo Academy, and president of the Sud-

ford Teachers' Association, then read a paper on some of the more common errors of our system of school education. In pointing out some of the errors and short-comings of the teacher he strongly commented on the necessity of goodness of heart and high moral principle as an indispensable qualification for his office, animadverting on the folly, so prevalent in the community, of setting great intellectual endowments above excellence of character; he shewed the utility of maps, models, and pictures, as tending to impart precise and distinct ideas; he alluded to the mischief done by allowing pupils to pass too hastily from the more elementary to the higher branches, and by stimulating unduly the mental development of precocious children; and further he shewed the folly of attempting to govern a school by a code of penal enactments laid down beforehand which must either be carried out irrespective of the injustice inevitable when circumstances are not taken into account, or which must be subsequently partially or wholly repealed, to the humiliation of the teacher, and to the diminution of the respect due to law.

He then proceeded to pass some severe strictures on the short-comings of parents, remarking that parents too frequently misunderstood the nature of education, regarding it as a preparation for some particular business or profession rather than for any and every station, and so thought a liberal education thrown away upon farmers; that they were too parsimonious in their school expenditures, the teacher ill paid, and the pupils ill provided with necessary books; that they send their children to school to get rid of them; and that with criminal indifference they allow the education of their children to proceed without their knowledge or supervision. After a few observations on the necessity of a higher standard of education for teachers, he concluded by saying that though all material progress might be achieved by the cultivated intellect, yet there could be no permanent prosperity without virtue. It is not the legislature that frames the laws, nor the executive that administers them, that controls the destinies of a country. It is a power further back and greater, a power that makes rulers what they are—it is the educators of youth. If we would have our country in its manhood that for which we hope and pray, let us see that the sources of its youth are pure and healthy. The children of the present are to be the men of the future. The responsibility is ours. Let us then in the fear of God as we love our country, as we hold its welfare and its honour dear, train up its youth physically, mentally, and morally, to the full stature of perfect manhood.

The meeting was then addressed by Mr. Hubbard, inspector of schools for the district of St. Francis, who being unexpectedly called upon in the absence of Dr. Nicolls, president of the St. Francis Association, made a few remarks touching upon points referred to by the previous speakers. He admitted the grave causes of failure that the last speaker had charged against parents, but would with the chairman insist on the imperative duty of the teacher to do his part faithfully without too much reference to the short-comings and wrong-doing of others. He specified as a matter of regret the too frequent change of teachers, alluded to the efforts made in the establishment and maintenance of the St. Francis Teachers' Association, and concluded by hoping that he should see the formation of a Provincial Association which must in his opinion be productive of incalculable good.

Prof. Robins then called upon by the chairman, welcomed the strangers present on behalf of the Montreal Association, referred to the difficulties that had to be surmounted in order to the accomplishment of the undertaking upon which they had entered, and concluded by saying that much labour and thought had been expended upon this organization and he doubted not of its triumphant success.

Mr. Bruce then read by permission a paper on the benefits to be derived from Teachers' Associations, detailing with much ability and at great length the advantages which they offered to the teacher for the development of his capacities and the elevation of his position. He entered minutely into details respecting such organizations in Europe; and trusting, he said, that a similar organization would be formed in this province, he believed that its formation would be looked upon as a distinguished epoch in the history of education in Lower Canada.

The proposed Constitution of the Association was then submitted to discussion, and after some slight changes was adopted.

It provides that the Association shall consist of the members of all Local Associations of Protestant Teachers in Lower Canada, and that Teachers out of the limits of such Associations shall be admitted members on terms to be hereafter determined; that the Superintendent of Education, members of the Council of Public Instruction, Inspectors of Schools, and members of Boards of Protestant Examiners for Lower Canada shall be *ex-officio* honorary members; that a convention shall be held annually at a time and place assigned at a previous Convention; that a President, a Secretary, and a Treasurer, shall be chosen at the annual Convention,



Presidents of local Associations being *ex-officio* Vice-Presidents of the Provincial Association; that the Council of the Montreal Local Association, with the President and Secretary of each of the other Local Associations, shall be the Central Executive Committee of the Provincial Association; and adds some paragraphs respecting arrangements for meetings.

During the recess of fifteen minutes that followed, the audience occupied itself with examining school books, maps, and philosophical apparatus, exhibited by Messrs. Miller, Campbell, and Hearn, or in witnessing the drill of the Model School boys.

After the recess the Convention formally constituted the Provincial Association by electing the following officers: President, Rev. Dr. Nicolls, of Lennoxville University; Prof. Robins, B.A., of McGill Normal School, Secretary; and James McGregor, Esq., B.A., of McGill Normal School, Treasurer.

The next meeting of the Association was appointed to be held the first week in June, 1865, within the limits of the St. Francis district, at such place as may hereafter be determined by the Association of that district, and the Executive Committee were instructed to prepare a draft of By-Laws to submit to that meeting.

At the request of the Chairman, Principal Grahame then read a paper entitled "Some Conditions of Success in School-Teaching," which opened with the apt quotation:

'Let no unskilful hand attempt  
To play the harp, whose tones, whose living tones  
Are left for ever in the strings.'

To attain eminent success, he said, the teacher must be thoroughly imbued with the spirit of his work; must realise the responsibilities of his calling; understand the branches to be taught; refresh his own mind by daily reviews and original investigations; and possess the power of making his pupils original thinkers and investigators. He must be apt to teach; be familiarly acquainted with the powers and capacities of both body and mind, and the laws which govern their development, growth and decay; he should have an extensive knowledge of human nature and individual character, that he may suitably adapt instruction and discipline to each, a strong love for children and youth, and an anxious solicitude for their highest good; the power of arousing dormant minds to action and directing them aright when once awakened; be careful to curb and restrain the already too fast, and bring forward from the rear those who lag behind; and cause all to become conscious of their own powers, and to rely chiefly on their own efforts for advancement. He must be apt to govern as well as to teach,—to govern himself and to govern others. Schools, like the world, were often governed too much; yet without government, a school was comparatively worthless, and many of our teachers seemed to fail in this important part of their duty. A common remark was, our teachers *know* enough, but they cannot govern. Government consisted of influence and authority. That government was best in which influence, both direct and indirect, greatly preponderates, with as little as possible of direct authority. Authority was sometimes necessary, but influence was the great reliance of all those who governed effectually without seeming to govern at all. The teacher must be what he wished his pupils to be. If he wished them to be interested, he must be; if he wanted them to be studious, he must be the same; if orderly, he must be so himself; if punctual, let him set them an undeviating example: require only what is right—endeavour to obey this law himself, and each pupil do the same. He should be a school missionary; should visit the parents at their houses, talk with them about education, and but little else, especially the education of their children, giving to each all the credit which he can conscientiously, and show to these parents both by his words and actions, that he has a deep interest in the educational advancement of their children; and there is scarcely a parent in the country who would not co-operate with such a teacher to the utmost of his ability. If the teacher would attain that success which is so earnestly coveted by all, he must give himself a living sacrifice, wholly devoted to his work, endeavoring faithfully to perform his part of the duty involved in the command given by the wisest of men,—‘train up a child in the way he should go,’—which was not only the most truly exhaustive definition of the aims and objects of education ever penned, but it was the great precept that ought ever to be implicitly obeyed in the physical, intellectual and religious training of the young. But said the almost disheartened teacher,—Who is sufficient for these things? As an answer to this the inspired words of an apostle were at hand: ‘I can do all things through Christ which strengtheneth me.’

An interesting conversation on various topics ensued, in which Mr. Marsh, of the Granby Academy, Mr. Laing, of the Waterloo Academy, Mr. Wilkie, of the Quebec High School and Prof. Hicks, of the Normal School, took part; after which Prof. Darey kindly exhibited his mode of teaching French with a class of boys from the High School, particularly pointing out some matters to be attended

to in the pronunciation of the alphabet. A vote of thanks to Prof. Darey was passed, Mr. Wilkie, on the part of the delegates, expressed their thanks to Dr. Dawson for the kindness he had shewn them, and the Association proceeded to the grounds of the High School to witness the parade of the High School Drill Association and to visit the Gymnasium.

The business of the day was happily concluded by a *conversazione* at Mrs. Simpson's, where the members of the Association, and many other gentlemen and ladies, interested in education, were hospitably and pleasantly entertained by their kind hostess.—*Lower Canada Journal of Education.*

## 2. TEACHERS' ASSOCIATION OF UPPER CANADA.

FIRST DAY.—The annual convention of the Teachers' Association of Upper Canada took place on the 2nd, 3rd and 4th inst., in the Temperance Hall, Temperance Street. There was a large attendance of teachers from all parts of Canada West. The days proceedings were commenced by an address from Prof. Wilson, President of the Association, as follows:

GENTLEMEN,—In addressing you again as President of the Teacher's Association of Upper Canada, to which you did me the honor of re-electing me in my absence, permit me to congratulate you as a body on the increasing interest manifested in your Association, and on the beneficial prospects for the cause of education which may be anticipated as the result.

I hail with peculiar satisfaction the successful organization of this Association, because I recognize in it the evidence of that proper *esprit du corps* which is best calculated to elevate the status of the teacher, and thereby to confer substantial strength on our educational system. There was a time when at home even more than here, the teacher's office—outside of the college or well-endowed public school—was regarded as little better than a refuge for the destitute. When in Scotland, the “stikit minister,” and in England the discharged clerk, the broken down tradesman, and the needy adventurer of every kind—with no definite vocation, and no recognizable qualifications—resorted unchallenged to your profession; and when not a few of the same class emigrated to this country with similar plans in view. Even now, I fear, not a few of the Ladies' Schools of Upper Canada have been organized on a similar principle, by those who, not unfrequently had passed the meridian of life, before some reverse of circumstances drove them to a profession for which neither their habits nor culture furnished any special training.

The injurious effects which such a system involves, long told with peculiar evil alike on the middle-class education of England and on the status and popular estimation of its teachers; until the ridicule of the satirist, and the labours of the educational reformer combined to grapple with the evil. But mischievous as its results could not fail to be, the evil was checked in some degree, at home, by the influence of a highly educated class; the memories that have gathered around ancient and well-endowed seats of learning; the historical names associated with its colleges and great public schools, and by the prizes which rewarded scholastic ability and permanently enlisted among educators a fair share of the best educated and most gifted of those whose choice of avocation is limited to the learned professions.

In Canada the evils to which I refer have been coped with in another way, and some of their worst results averted by the organization of a comprehensive national school system. The needy adventurer may still be seen amongst us at times, with the flashy advertisement of his “college” or “institute,” duly setting forth its imposing board of directors, its many titled faculty of profession, and its easy, royal road to learning, with all the sonorous epithets that Noah Webster can supply. But the educational quack is limited here to a narrow field, and if he still finds his dupes it is not from want of other choice that they resort to his spurious wares.

It is inevitable, however, that we should suffer in another direction, where England's greatest strength lies. There the dignified offices in its colleges, the masterships of its amply endowed public schools, and even the emoluments of the independent professional teacher, amply suffice to secure a constant accession of talent to the scholastic ranks. Here, on the contrary, the prizes of the profession are few and inadequate. Too frequently, as I have had occasion to notice in my own experience as a teacher, the talented undergraduate of our universities is tempted away from his preparations as a teacher by the glittering prizes of the law, the freer sphere of the medical profession, or the higher and more influential duty of the pulpit. All this, however, will cure itself in due time, and by no means so effectually as by the very plan you are now pursuing in this associative organization of teachers.

Education is slowly, but surely, gaining ground among us; and with an educated community as the judges the well-qualified and gifted teacher will have nothing to fear. The really learned and ef-

ficient master will ultimately find himself an object of competition among school trustees; the laborer in the scholastic field will be seen to be no less worthy of his hire than the lawyer, the physician or the clergyman; and then a fair share of the best talent of the Province will be secured to the profession by the same motives and advantages which now attract it elsewhere.

It is the duty of the friends of education throughout the Province to show their estimation of the high office of him to whom they entrust the intellectual and moral training of their children, by guaranteeing to him a liberal remuneration. But, also, it is no less incumbent upon you, as a body, to prove your right to it. Already professional training and experience command an increasing competition for their services, and the really successful teacher occupies no unenviable position. He whose professional abilities are in requisition by competing boards, has achieved all needful independence of patrons and school trustees, and he can be in little danger of undignified intrusion on his professional functions, whose character and qualifications are reflected in the high tone of honor and truthfulness, and the spirit of generous emulation of his pupils.

But it is impossible that a numerous body of teachers, scattered in isolated schools over the Province, can fail to discover many things connected with the daily operations of the class, and still more with the working of the school system, which admit of improvement, but for the amelioration of which they are powerless in their individual capacity. Among the subjects which you are now invited to discuss, the causes of the frequent changes of teachers in rural districts occupies a prominent place; and few subjects present greater claims to the attention of the friends of education.

The first term of a new teacher must necessarily be one of experiment, in which the indispensable elements of mutual confidence, and the knowledge of each other are wanting to pupil and instructor. Every good teacher has something in his system peculiarly his own, and this can only be brought into effective operation when teacher and pupils have learned thoroughly to know and rely upon each other. Every good teacher, moreover, is progressive. He modifies the system he has shaped out for himself by the practical results developed in its working; and the experience he gains is doubly valuable to himself and to others when it is acquired by successful progress, from year to year, in the same sphere of cordial and friendly co-operation. But with the frequent change of school and pupils, all motive to systematic exertion is removed; and it may be questioned whether a school suffers so much by the permanent services of a poor teacher, as by the unsettled procedure of a succession of strangers, each in his turn undoing all that his predecessors have organized, and distracting the minds of his pupils by reforms in system and novelties in detail.

Again, while the ambition for higher education in some of our largest towns, is awakening a desire to engraft the central high school on our common school system, economical motives have, I fear, chiefly influenced in the majority of the cases, the amalgamation of common and grammar schools into the union schools which are in special favor among country trustees. It is of the highest importance that the fruits of your experience should be brought to bear on such plans, before they obtain such a footing as may render change difficult, even where it may seem most desirable. Again, a process of amalgamation is suggested with reference to school sections, so as to bring the whole schools of each township under one system and management; and it is of no less importance for your professional interests that you consider how far this will tend to affect your position, and your relations to the governing boards of trustees.

I am gratified also to see that discussion is invited in reference to the recognition of distinction of race and color in Canadian schools. I shall not anticipate your decision further than to express my confident hope that it will be one worthy of the members of a liberal profession, and the sharers in the common freedom of that great Empire of which Canada is a part.

On those and all similar purposes your deliberations must be welcome to every friend of Provincial education. Legislators and Superintendents may be expected to look specially to the working of our public school system in its broad national aspect. Municipal councils and boards of trustees will most frequently be tempted to view it in its economic relations; resident householders—when not specially estimating the assessment for school purposes—may be expected to regard it chiefly as the effective organization for the education of their own children; while it is, not only reasonable, but desirable, that you should look to its effects on the training, the status, the emoluments, and the entire professional interests of the Provincial staff of teachers. But all those interests are really one. That is the most economical system which most thoroughly accomplishes its purpose, and not that which seems to cost the least money. Legislators, superintendents, school trustees, parents and pupils, are all no less interested than yourselves in seeing that the teaching profession commands its fair share of the best talent of the country,

and permanently enlists it in the service of education, by receiving in return emoluments in some degree corresponding to those which the same talent and industry can secure in other vocations.

I doubt if the people of this Province are even now sufficiently alive to the momentous importance of having a thoroughly efficient body of teachers for our common and grammar schools:—efficient not merely in the acquirements of which a University degree is the guarantee, but in those rarer elements on which the whole moral tone of a school depends. Our Provincial school system is strictly national and unsectarian. It admits of no theological test, and recognizes no denominational disqualification; and in this, I believe, it wisely rejects a system wholly inapplicable to our circumstances and institutions. But our school trustees are in no degree precluded thereby from attaching their full value to those moral elements on which must ever depend the true character of the man.

The social life of the school is no less important than its intellectual progress. It must no more be deficient in openness and true manliness, in the spirit of purity, honor, and truthfulness, than in the ambition for knowledge and the emulation for intellectual distinction.

Much of this tone in the social life of the school depends on the personal influence of the master. Gentlemanly feeling in him will unconsciously mould every word and action. The terms of censure, the accents of praise, the incentives to improvement, the encouragements to emulation, are all parts of the daily teaching of the school. By them the tender, youthful mind unconsciously receives its bent, and acquires the tendency, on the one hand to yield to generous impulses, and pure ennobling emotions; or, on the other hand, is stimulated by an unhealthful ambition, which shrinks from no meanness that leads to triumph, and feels no dishonour in the most crooked policy that wins applause. Those influences, no less than the intellectual details of the scholastic curriculum, belong to the practical functions of the teacher, and can never be lost sight of without injury both to himself and his pupils. And if it be true that gentlemanly feeling is an essential qualification of the good teacher, then it cannot be forgotten that the highest model of the true gentleman is the Christian. The world's code of honour borrows all that is valuable in it from the golden rule of the Great Teacher; and he will best infuse the spirit of purity, truthfulness, and generous self-sacrifice into his pupils, who is himself under the influence of that divine teaching which guides into all truth.

But we assemble here to-day for other objects and duties than those of the school-room. The isolation of each individual teacher, while following out his daily round of duties, renders it peculiarly desirable that he should avail himself of that strength which union supplies. In asserting your claim for social recognition, adequate and generous emolument, and an independence compatible with just self-respect, your success must depend on united action. But also it is no unimportant function you now aim at assuming, as a deliberate body, to discuss all the important questions that affect the working of our system of education, and the still broader ones that lie at the foundation of all scholastic instruction.

To you it fitly belongs to discuss the competency of the training system for Provincial teachers; the books introduced or recommended for use; the machinery of common, union, and grammar schools; of a separate school system, whether dependent for its organization on distinctions of creed or color; of a truant law or other practical expedient for bringing under the operation of our school system that numerous class which neglects the invaluable boon, and general supervision by which the coherence and vitality of the whole Provincial educational institutions are secured. Some of these subjects are already set down in the programme of your convention, and others are not unlikely to be suggested in the progress of their discussion. Leaving them, therefore, to the verdict of your matured deliberations, permit me rather to address to you, as a fellow-teacher, a few remarks on that mental culture and training which my own experience suggests to me as specially meriting your attention. There is a danger in every profession of falling into the habits of mere routine; but in none is this more felt than in that of the schoolmaster. If your professional duties are viewed in one aspect, it is your high privilege to mould the character and form the minds of the rising generation, to call into healthful activity the moral and intellectual faculties, at a period of life when all the generous sensibilities of youth are ready to respond to your influence, and the passions of later years are still dormant; and so to influence the coming time. Viewed in this light there is no lack of stimulus to carry the teacher cheerfully on in his daily round of duties. But seen in another aspect, there is much in his daily task which, if he neglect the high standard of professional excellence, is calculated to cramp the mind and beget the petty formalism of the mere pedagogue.

Whether it be our daily task to teach the first rudiments of common school education; in the grammar school to con over the allotted portions of university matriculation work; or in the college lec-

ture room to carry the student through the latter stages of his curriculum, still we necessarily deal to a great extent with the rudiments of knowledge, and return year by year over the old course. We replough the same furrows, and travel again in old tracks, till we are in danger of dragging along in the same rut, with the aimless drudgery of a blind mill-horse.

The one cure for this is liberal mental culture. Mind and body alike need relaxation; but just as the hard student, or the long imprisoned teacher starts off for an invigorating walk, and rejoices in the glow of health which rewards his exertion of lungs and muscles, so the mind—wearied with its daily task, is to be refreshed and strengthened by stimulating mental toil. A comprehensive course of reading, a favorite branch of science, the mastery of a new language, or the unravelling of some of the many unsettled problems of education itself; will re-invigorate the jaded mind, exhausted by its unvarying round of duties and cares. By such means your own pleasure and profit will be secured; and while you return with cheerfulness to the rudimentary training of the school-room, you will at the same time fit yourselves to exercise that larger influence which every teacher ought to command within the district where his lot is cast.

As teachers, moreover, whether it be in the infant school, or in the college hall, our intercourse is necessarily mainly with those who are younger, less informed, and, for the time being, inferior to ourselves. It is good for no man to associate always with his inferiors in any sense; and though the innocence of childhood and the ingenious ardor of youth present such an inferiority in beguiling forms, yet the dust of the school room, and the pedantry of professional habit, will cling to us, unless we guard against them, until we are little fitted to meet the same pupil when he returns with the dust that has gathered on him in the great arena of life. Against such professional rust, no better safeguard can be found than intellectual culture, combined with associative action, such as brings us now together. Isolated and apart, the heart of many a teacher must sink at times as he reviews his daily toil, and strives honestly to estimate its fruits. But gathered thus in a compact phalanx, each member of this convention may feel himself a part of an influential confederacy, which has only to use its strength wisely, and to improve the opportunities at its command, to effect important results for the cause of education.

But I have been tempted, I fear, beyond the legitimate limits of an opening address in those desultory remarks. My apology must be found in the earnest desire I feel to contribute, to the extent of my power, in forwarding the objects of this association. May our exertions individually, and our deliberations as a body, be so wisely directed, that education may prove in our hands the promethean spark to kindle into vigorous life the intellect of this young Province, and develop for it a future worthy of the great Empire of which it forms a part.

**National School Books.**—The first subject on the programme for discussion was: "The fitness of the national series of school books for the requirements of Canadian schools."

Mr. T. J. Robertson, M. A., being called upon to express his views on the subject, declined, and called upon,

Mr. Alexander, who spoke briefly on the subject, and contended that the moral tone of all the series was perfect. He believed, however, that the scientific part of the 4th and 5th books might be very much improved. He also thought that the sketch of history was too incomplete.

Mr. Archibald thought it was unnecessary to discuss the defects of the school books, unless there was some means of having them revised. He thought it was proper for the association first to find out their defects, and then take into consideration their remedy. He thought the books should be revised and re-written, that the scientific part should be entirely omitted, and that extracts wholly of a literary character from Macaulay, Addison, De Quincy, &c., substituted.

Mr. McGann contended that the selections in these books were remarkably well chosen.

George Young, B. A., moved, "That the Council of Public Instruction should confer a public benefit by offering prizes for the most approved emendation of the common school series of school books, and that this resolution be reported to the Chief Superintendent of Education for Upper Canada."

J. B. Dixon, M. A., seconded the resolution. The seconder of the resolution considered the subject under discussion very important. He agreed with Mr. Alexander as to the excellent moral tone of the books. He believed all the books were perfect in this respect; but he felt that the scientific parts were behind the age.

Mr. Margach, of Barrie, spoke against the merits of the present system of school books, and contended that as progress was visible in everything, architecture, science, &c., so it should be with the books used in the schools. If a better system could be devised why not adopt it.

Mr. Leggett, of Oakville, Mr. McCague, of Erin, Mr. McNab, Pierson, Mr. L. L. Holmes and Mr. Watson took part.

Mr. Wm. Anderson, Toronto, moved in amendment, "That the national series of reading books are not adapted to the wants of Canadian schools, and that the introduction of a new series would be attended with great advantage." Mr. Chas. Archibald seconded the motion.

Rev. Mr. Beard moved in amendment to the amendment, "that a committee be appointed to visit Dr. Ryerson, or in his absence, the deputy superintendent or other members of the Council of Public Instruction, with a view to ascertain if any steps are being taken to provide a new series of class books, or what are the present views of the Council of Public Instruction on that subject."

The President said he supposed it was not only his duty, but it was expected of him as president that he would express his views at the close of an important discussion. Now he believed that more was to be learned by the discussion of the subject than by a resolution. It would be difficult, however, to understand the opinion of the Association on the matter under discussion unless something definite was arrived at. He believed that it was but necessary to lay their desires before the Council of Public Education to have them attended to. For himself he thought some change should be made in the scientific character of books that were compiled twenty years ago. (Applause.)

The amendments were voted down, and the main motion carried.

**Dr. McCaul's Address.**—The association again assembled at half-past seven o'clock in the evening for the purpose of listening to an address to be delivered by Rev. Dr. McCaul. Prof. Wilson presided, and introduced Dr. McCaul to the meeting about half past seven o'clock.

Dr. McCaul was received with loud applause upon rising to address the meeting. The learned doctor then proceeded to say that he felt great pleasure in meeting such a large number of the teachers of Upper Canada, upon such an occasion; and he would be glad to render the Association all the assistance in his power in carrying out the objects of the Convention. He did not intend, however, to deliver a formal address, but would briefly touch upon a few points connected with the duties of teachers and the management of the youth committed to their care. When he was a young man he selected the profession, and since he had grown grey in the service he had not regretted his choice. (Applause.) He then touched upon the fitness of teachers for the proper discharge of their duties, and said that if they desired to be successful, they must thoroughly understand the subjects they had to teach. Unless the teacher possessed a thorough knowledge of his subject it was impossible for him to lay a proper ground work in the minds of his pupils. In his own experience he had found that some of the very best students attending the University had suffered from this kind of training in their youth; and they found it very difficult to get rid of the erroneous ideas imparted by incompetent teachers. He remembered one very striking instance of this nature at the last examination in the University—that of an excellent young man who had sent in his competition for examination and upon looking over it he (Dr. McCaul) discovered several palpable errors. This naturally surprised him very much, as he could not understand the cause of it. He at once sent for the student and pointed out the errors, and asked how such errors had appeared in his composition. The young man replied that he had been taught so when at school, and that he had always found it difficult to guard against falling into the error. Had this student received proper training in youth he would not have made such errors upon that occasion. This case showed the great necessity that existed for teachers thoroughly understanding that which they attempted to teach. Then there was the aptitude for teaching which some teachers possessed in a much greater degree than others. Some could enter a large school and bring the pupils under subjection at once, while others appeared unable to do so. Now there were two or three ways of securing the attention of pupils—one was fear of, and the other affection for, the teacher. He was not one of those who believed that corporal punishment should be totally abolished in the school room. Neither did he think it advisable to dismiss unmanageable pupils. It was the duty of the teacher to take unmanageable pupils and try to break them in. (Applause.) In order to be successful in this respect, the teacher must have great patience, forbearance and perseverance, and possess good temper on all occasions. The pupils were exceedingly quick in observing whether they were punished for their bad conduct or for the gratification of the teacher. If there were laws in the schools they should be carefully carried into effect. The prosperity of the school depended on this. If there were lessons to be said they must be heard properly and not slurred over; the boys must not, on any account, be permitted to omit their lessons; they should not be allowed to feel that they could run their chance of escaping punishment. (Hear, hear.) Punctuality must also be carefully observed. The teachers must be punctual to the moment in opening the school, as

this attention had a most beneficial effect upon the conduct of the pupils. The learned doctor then touched upon the importance of decision of character on the part of the teachers, and of the necessity of guarding against partiality in the school, and concluded a very eloquent and interesting address amid loud applause.

**SECOND DAY.**—The proceedings were opened with prayer, after which the question of the frequent changes of teachers in rural districts was taken up.

Several members addressed the meeting, after which the Chairman introduced Mr. Hodgins, Deputy Superintendent of Education for the Upper Province.

Mr. Hodgins was well received, and spoke at length in support of the school system of Canada. He said that he had visited many of the cities and towns in the United States, and had thoroughly examined and enquired into their school system, and he certainly considered it inferior to our own. The American educationalists themselves thought we were far ahead of them in this respect, and expressed themselves in such terms to him. Our system was undoubtedly the very best in the world, though there were some things connected with it which might certainly be improved. He would, for instance, like to see the sections abolished, and no smaller school limits made than those of a full township. Township Superintendents might also be abolished, and the whole left under County Superintendents. He concluded by giving some good practical hints to the teachers on the best mode of managing schools, and hoped the time would soon come when the teachers would not be so kept down by the trustees as at present. He was warmly applauded throughout, and on resuming his seat, a vote of thanks was passed on him.

The question of the removal of teachers was then again taken up.

After some few remarks by different members, the following resolution was moved:—

Moved by Mr. John Hunter, seconded by Mr. Robert Alexander—"That, in the opinion of this Convention, it would be conducive to the interests of education, were the present system of granting certificates by county boards abolished, and one central board, having power to grant Provincial certificates, established; and likewise, the present system of local school superintendents superseded by the appointment of county superintendents."

Mr. Alexander supported the motion, considering that it would be beneficial, not only to the interests of education, but also to the teachers, were the proposition contained in the resolution carried out.

Rev. Mr. Blair did not think that the resolution was quite sufficient, and was of opinion that the educational standard for teachers should be raised. It was not high enough at present.

Mr. J. F. Eherant, representative from the Teachers' Association of Chicago, Ill., was then introduced to the meeting and well received. He said he was happy to be present, and though all the way from Chicago, he had an interest in the educational system of Canada as well as of every other country. They in the States scanned the system in Canada, and picked out the good parts of it, and used them as far as practicable. As reference had been made to the system in the States, he felt it right to say a few words on the same subject. Some members had spoken of a want of permanency amongst the teachers in Canada. They wanted the same thing in the States, though they generally managed to keep their teachers for years. They had more difficulty in keeping their female teachers than their male ones, as the former were very much in the habit of changing their place of residence, and going into a sphere much more congenial to their tastes. (Laughter.) They had in their counties a superintendent and also a township board. He then went on to speak of their system of granting certificates, which is much similar to that in this country. The Normal School system, as described by him, is also something the same in character as the Provincial Normal School system here. After some remarks on the good resulting from school teachers' conventions, he concluded by extending an invitation to all those present to attend the National Teachers' United States Convention, to be held in Ogdensburg, N. Y., next week. A vote of thanks to Mr. Eherant was then passed.

Mr. Robertson, Head Master of the Normal School, was then called on to address the meeting. He had no idea of being called on to speak, and therefore was not prepared; yet, after honouring him by asking him to speak, he felt it his duty to do so. The question before the meeting was the cause and remedy for the changing of teachers. It was, in his opinion, the most mischievous thing in connection with our school system that teachers were so often changed. No teacher could get acquainted with his pupils in less time than six months, and so long as a man attended to his duties, and acquitted himself in a satisfactory manner, he should be retained in his place. As things were at present, a teacher could be turned out of his school at almost a day's warning. It was to be hoped that a remedy could be found, but what that

remedy was he could not say. Let the teachers acquit themselves well, and be attentive to their official duties, and it would have a great effect to lessen the number of changes. The most defective point in connection with our school system was the inspection of the schools. No man should be appointed to the office of inspector unless he was in every way capable to teach himself if required to do so. He should be able and competent to instruct the teachers under him whenever any difficulty arose. Not only should they be scholars in every sense of the term, but they should also be practical teachers and well acquainted with all the workings of schools. No one should be appointed to the situation unless he had been a teacher himself, and this should be a sort of reward or promotion for him. The province should also be divided into certain districts, and each district have its own inspector, paid according to the work performed, and engaged in no other business, so that he could give his whole time to the duties of his office. The inspection should be real, and not a mere formal visit, now and again, to the different schools in his district. As regarded the examining of teachers, he was of opinion that much good would result from a central board of examiners, before whom all teachers would have to appear before receiving their certificates. After some further remarks, Mr. Robertson resumed his seat amidst the applause of the audience. Mr. Evans spoke in favour of the appointment of duly qualified school inspectors. A vote of thanks was passed to Mr. Robertson.

Rev. Dr. O'Meara was decidedly in favour of an efficient course of inspection similar to that in practice in England and Ireland. The only question was as to the practicability of the move. If we could get a good and proper inspector, in any way fit for the position, it would have an effect to vastly increase the interest of education in the country. A man, however, to occupy the position should be paid well and sufficiently, as in order to do the work properly he would be compelled to give his whole time and attention to the matter and be engaged in no other business.

A committee was appointed to report on the matter before the meeting, and they brought in the following report:—

**Resolved**—"That the principal cause of the frequent changes of teachers in the rural districts arises from the want of qualification in the teacher, the smallness of remuneration, or the evil practice of keeping the school open for only part of the year; the remedy to a great extent will be found in making it compulsory on the section to keep its school open for the whole year, and that the time of election of trustees be the first Wednesday in October in each year: 2nd. That it is necessary and expedient to abolish the office of Township Superintendent as speedily as possible, and to appoint in their stead County Superintendents, whose literary qualifications shall not fall below those of first-class common school teachers, and that none but teachers be appointed."

The report was thrown out, and the original motion of Mr. Hunter, given above, was carried by a large majority.

**Separate Coloured Schools.**—Mr. McCallum, of Hamilton, said he was decidedly opposed to any difference being made between the white and coloured children. During his 17 years' experience he had found the coloured children quite equal in every respect to their white compeers. They conducted themselves properly, studied as diligently, and were quite as creditable to their teachers. He hoped no convention of Canadian teachers could ever be found to support any such measure as the forming of separate schools for the coloured children. The coloured children were differently situated from others; they had not the same advantages, and should be treated in every way the same as the white children. He hoped Canada would never disgrace itself by making any distinction between white and black.

Mr. McGann was strongly opposed to any step that would show we were opposed to having our children mix with those of our coloured citizens.

Mr. McCallum moved that it is neither necessary nor desirable that there should be separate schools for coloured children in Canada.

The motion was carried unanimously amidst loud applause.

Prof. Wilson said he had great pleasure indeed in presiding over a body of men who by a unanimous vote had passed such a resolution. He hoped the day would never come when a distinction would be made between the black and white children of our country.

**Holidays.**—A committee of three was appointed for the purpose of waiting on the Superintendent of Education, to endeavour to get him to make arrangements whereby the rural schools shall have four weeks holidays each summer.

**Conversazione.**—In the evening the *conversazione*, under the auspices of the Teachers' Association, came off in the Normal School buildings, and was a great success. The large and beautiful theatre or lecture-room was crowded to its utmost extent, by a highly fashionable audience. The chair was occupied by Professor Wilson,



and on the platform with him there were—Rev. Dr. Ryerson, Superintendent of Education; Rev. Dr. McCaul, President of the Toronto University; Mr. Robertson, Head-master of the Normal School, and other gentlemen. After a few opening remarks, the chairman introduced the Rev. Dr. Ryerson to the meeting. Dr. Ryerson was well received. He spoke for about half an hour on the subject of education, referring to the business performed by the Teachers' Association, and trusting that they would be successful in carrying out the objects for which the Association was formed. He pointed out the special duties of teachers, and concluded by giving some advice which was well received by the teachers present. A number of songs were then very finely sung by several amateurs, after which the audience were favoured with several scientific experiments in galvanism, pneumatics, &c. The Rev. Dr. McCaul then delivered an address, after which a number of very fine dissolving views were witnessed with great interest. These were followed by several songs, all of which were well received. Dr. Ryerson then made a few closing remarks, after which the National Anthem was sung and the meeting dispersed.

**THIRD DAY.**—The President took the chair at 9 o'clock.

**Appointment of a delegate.** The committee appointed yesterday to nominate a delegate to represent this Association at the National Convention of Teachers to be held in Ogdensburg next week, reported in favour of appointing Mr. Alexander as such delegate. This report was received and the recommendation adopted.

**Treasurer's Report.**—The Treasurer of the Association next submitted his report for the past year, which showed the funds of the Association to be in a satisfactory condition.

**Vote of Thanks.**—Moved and seconded: "That the thanks of the Association be tendered to the committee, Mr. Chesnut and Mr. Anderson, who undertook and carried out so successfully the arrangements for the conversazione last evening for the entertainment of the teachers attending the convention."—Carried unanimously.

Mr. Sangster having been called upon by the President, at the request of a member, addressed the teachers for a few minutes urging upon them the necessity and importance of continual mental culture as a means to maintain the mental faculties in a healthy and vigorous tone.

**Election of Officers.**—The committee appointed at a previous stage of the proceedings to nominate officers for the ensuing year having reported, the following were elected:—

**Officers for the Current Year.**—President—Daniel Wilson, L.L.D., Professor of Literature University College. 1st Vice-President—Wm. Anderson, Head Master Park School, Toronto. 2nd Vice-President—Wm. McCabe, L.L.B., Principle Union School, Oshawa. 3rd Vice-President—A. McCallum, B.A., Principal Central School, Hamilton. 4th Vice-President—Rev. Geo. Blair, M.A., Principal Union School, Bowmanville. 5th Vice-President—J. B. Dixon, M.A., Principal Grammar School, Colborne. 6th Vice-President—F. F. McNab, B.A., Picton. Treasurer—John B. McGann, Head Master of U. C. Deaf, Dumb and Blind Institution, Hamilton. Secretary—Thos. G. Chesnut, Principal Toronto Training School; Assistants Mrs. Clarke and Mr. Lusk, of the Model School. Robert Alexander, Teacher of Common School, Newmarket, delegate to the Convention of Teachers, Ogdensburg, U. S.

**Councillors.**—Messrs Thomas Mc Naughton, Essex; Frisby, Elgin; A. J. Campbell, Wentworth; Pegg, Norfolk; O'Brien, Hal-dimand; Hunter, Welland; Henderson, Bruce; Preston, Grey; Marsach, Simcoe, Breckenridge, Halton; McMurchy, York; McCabe, South Ontario; H. H. Rouse, Durham; Young, Victoria; Dixon, Northumberland; Johnson, Hastings; M. B. Scanton, Addington; Platt, Prince Edward; Clarke, Frontenac; A. Bow-erman, Waterloo; John Hunter, Perth; and McTavish, Lambton; together with Miss Moyer, Lincoln; and Miss Smith, Huron.

The President made some remarks at the close of the convention, in reference to the important results that may be anticipated from this Teachers' Association, and the position it is destined to hold in the educational system of the country. He also threw out some useful suggestions bearing on the subject of exhibitions or scholarships, by means of which the educational institutions of the country might be linked together, from the humblest common school to the University.

The President having vacated the chair, the Rev. Dr. Blair took it and a vote of thanks was passed to the President for his kindness and courtesy in the chair, and the admirable manner in which he had conducted the business of this most important meeting of the Association.

A vote of thanks was also directed to the managing directors of the Grand Trunk, Great Western and Northern, railroads, for their liberality in granting return tickets to teachers attending the convention; to the Chief Superintendent of Education for the use of the buildings of the education office for the conversazione last evening; and to the reporters of *The Leader* and *Globe* newspapers for their able reports of the proceedings of the convention.

**Visit to the University.**—During the afternoon the members of the Association visited the University buildings, in company with Professor Wilson and Rev. Dr. McCaul, who conducted them over the institution, and pointed out the objects of interest therein.

**Adjournment.**—The Association, having concluded its deliberations, adjourned to meet again in Toronto on the first Tuesday in August, 1865.—*Leader and Globe Reports.*

### 3. AMERICAN TEACHERS' CONVENTION.

The sixth annual meeting of the National Teachers' Association of the United States, took place in the city of Ogdensburg, on the 10th, 11th, and 12th inst., at which representatives from nearly all the Northern States and Canada, as well as a large number of the leading educationists from the principal towns and cities of the Union, were present. Mr. W. H. Wells, of Chicago, presided. The opening of the convention was highly interesting to the Canadian representatives. A song of welcome was given with fine effect by the Ogdensburg Musical Association.

Col. Judson, on behalf of the Board of Education and the citizens of Ogdensburg, gave a hearty welcome to the teachers attending the convention. A cordial reception was also extended to the Canadian representatives, and a desire expressed that such visits would in future be more frequent, in order that the teachers of both countries might become more intimately acquainted, and that they might learn more of each others system of teaching.

The discussions at the convention were on the whole exceedingly interesting, many of the representatives being very eloquent speakers, and occupying some of the most important educational positions in the country. The subjects discussed were principally connected with the method of teaching, the most approved textbooks to be used, and the prospects of the educational institutions of the country. Representatives were present from every State in the North, and appeared to be a superior class of men.

The convention was addressed by Mr. Alexander, the delegate from the Teachers' Association of Canada West. Mr. Alexander explained at considerable length, and with great ability, the Canadian school system, interspersing his remarks with statistics in reference to the progress of education on the north side of the lakes. The address was listened too with much attention, and elicited frequent marks of approbation from the audience.

The meeting of the convention gave entire satisfaction to all who had the pleasure of attending, and to none more so than to the Canadian representatives.—*Correspondence of the Leader.*

## VII. Educational Intelligence.

### CANADA.

— **TRINITY COLLEGE, TORONTO.**—A subject of a good deal of interest came up last night upon the supplementary estimates. In them was inserted a grant of \$4000 for the University of Trinity College, Toronto. This is the first time the Church of England University in Upper Canada has received a grant of money from the public purse. The Church of Scotland has received a grant for Queen's at Kingston; the Church of Rome for Regiopoli and others; and the Wesleyan Methodists for Victoria College, Cobourg. The largest of these four denominations of Christians has so far received nothing, and now receives less than either of them for University teaching.—*Editorial Correspondence of the Montreal Gazette.*

— **GRANTS TO THE COLLEGES.**—These so-called sectarian universities are the offshoots of our national character. They best suit the wishes and desires of at least half the people of the country who take interest in University education at all. Why should the State interfere to mould the people according to some rigid rule and compass standard—not adopt its institutions to the people? The latter is the truly philosophical course as the experience of modern Europe has shown. How then reconcile these apparently contending principles? Nothing is simpler. Grant money in proportion to the amount of secular education afforded. Secure careful inspection and proper annual returns. Rank the several institutions according to the curriculum of education as evidenced by examination papers making those of Toronto University or McGill College the standard for Universities. Then apportion the grants according to the kind of education given and the number of students receiving it in each year. This is the only fair and satisfactory method. There was some talk last night about endowing chairs of secular learning. That might secure a fair distribution for the present, but it might become also most unfair in a few years to come. In the method I propose the State would not pay for the teaching of any religious dogma, but for the secular teaching of those



who hold certain dogmas. In that way also the State would prevent the attempt to set up institutions where they are not needed, without adequate provision from private bounty, and without adequate patronage from the parents of those needing this education. Such institutions without a sufficient number of chairs, without any considerable number of pupils, without that support from people of any creed to give them a healthy existence would not be fostered by public money granted in sums altogether disproportionate to the nature or amount of the work done.—*Editorial Correspondence of the Montreal Gazette.*

—**TORONTO UNIVERSITY COLLEGE.**—John McDonald, Esq., member for Toronto west, has presented to the authorities of University College the sum of \$160, as the first instalment of a Bursary which he proposes to establish in that college for the behoof of the sons of citizens of Toronto. Mr. McD's object in doing what he has done will be gathered from his own words, as addressed to the College. "Being desirous of encouraging youth of talent in the public schools of the city of Toronto to avail themselves of the facilities for higher education which University College affords, and especially to stimulate the boys at the City Common Schools to aim at obtaining the requisite preparatory training for the University." The Macdonald Bursary shall be for the benefit of the sons of tradesmen and mechanics, citizens of Toronto, a preference being given to those who have received their primary education at the City Common Schools.

—**KNOX COLLEGE, &c.**—In the proceedings of the recent Canada Presbyterian Church, we find the following:—The College Committee reported that there were in Knox College 55 students—32 in the theological and 23 in the literary classes. \$5,966 were raised for the support of the college during the year, above \$1,200 more than last year. Letters were read from the three Professors; one from Prof. Young, resigning his office as Professor in Knox College, on account of having accepted the office of Inspector of Grammar Schools; one from Dr. Burns, requesting assistance in his professional labors on account of age and infirmity; and one from Principal Willis, making application for an increase of salary. An overture was read, sent up by the Presbytery of Montreal, praying the Synod to establish a Theological Hall at Montreal, with two Professors.—At a subsequent diet this project was ably advocated by several members of the Montreal Presbytery. The overture was referred to the College Committee. This Committee subsequently reported to the effect that Dr. Burns be permitted to retire with an annual allowance of \$1000, that the state of the funds would not warrant an increase to Dr. Willis' salary, that the classes in Knox College be exclusively theological, that only one additional Professor be appointed, that the College boarding house be dispensed with, that special efforts be made to raise \$9000, and that a College be established at Montreal, and the Presbytery there be authorized to obtain a charter and report at next Synod.—Action on the last matter was deferred by the Synod. The Rev. Mr. Gregg, of Cooke's Church, Toronto, has been appointed to deliver lectures for three months in the department of Apologetics; and the Rev. Mr. Cavan, of St. Mary's, in Exegetical Theology. The Rev. Dr. Burns was requested to conduct the class of Church History as during former sessions.

—**TORONTO CITY SCHOOLS.**—The annual public meeting for presenting the Grammar School scholarships, prizes, and certificates of honour, awarded at the recent combined examination of the City Public Schools, was held on the 29th ult., in the St. Lawrence Hall. There was a very large attendance of the pupils attending the various city schools, with their parents and other friends. The numerous assemblage of children, all bright looking, clean, and well dressed, presented a very pleasing spectacle. Mr. Mayor Medcalf having taken the chair, said he felt proud at being called upon to preside over a meeting of this kind. He did not propose to make a lengthy speech, or to enter into any details with regard to the Public School system. He had his own ideas about that, which differed a little, perhaps, from those that were generally held. But he would say this, that the inhabitants of Toronto are highly favoured with respect to educational institutions—(cheers)—and if they did not fully avail themselves of them, they had only themselves to blame. At a future stage of the proceedings, it would be his pleasing duty to distribute the prizes, and he would now call on the secretary to read the report of the examiners on the late combined examination, and the report of the rector of the Toronto Grammar School, respecting the conduct and progress of the boys who received grammar school scholarships in 1868.—Mr. Barber then read the reports of the Examiners and of the Rector of the Grammar School.—The seven successful competitors for the grammar school scholarships were then called up, and presented by the Mayor with papers authorising their

admission to all the privileges of the grammar school. His Worship informed them that they would be expected to enter the school on the 8th of August; and expressed the hope that, in their attendance there, they would continue to display the same progress and proficiency which had entitled them to the honourable distinction they had now received. (Cheers.)—The prizes and certificates of honour were then distributed by His Worship to the boys and girls who had gained them at the recent examination, and who were loudly cheered as they were successively called up to the platform to receive them. His Worship accompanied the presentation of each prize and certificate with a few words of praise and encouragement.—The Rev. Dr. Ryerson, Chief Superintendent of Education, being called upon by His Worship to address the meeting, said there was one strong impression which by the proceedings of this evening had been made upon his own mind, and he had no doubt on the mind of every individual in this assembly. It was this, that although the city of Toronto had not been the first to move in the great work of common school education—several other cities and towns in this Province having entered upon the work sooner—yet when Toronto did act, it acted in a manner worthy of itself and worthy of the cause which it was now so warmly engaged in promoting. This was manifest in the commodious—not to say the magnificent—school-houses which are erected in every ward in this city; in the admirable organization of the schools; by the regular employment of a number of able, efficient, and faithful teachers; in the placing of that organization under a superintendence remarkable for its ability, diligence, and efficiency; and in the continued selection as trustees of persons who are deeply interested in the subject of educating the masses of the people. It was also manifest in the occasion of our present assemblage; in the princely conception, if he might use the expression, of the establishment of no fewer than seven scholarships in the City Grammar School, to be competed for by the pupils of the several common schools of the city; in the establishment of these prizes and certificates of honour; in the spirited way in which they are competed for; and in the public manner in which they are distributed. Nothing could be more impressive or more beneficial in its influence than the calling up of those youthful persons to receive their well-won honours in the presence of this annual assemblage of the citizens. It was an important epoch in the individual history of this little people, for the impressions now made upon their minds would probably never be effaced, and would exert a most salutary—if not a directing and controlling—influence on their future career and future fortunes. After some counsels to the children as to the importance of attending to the duties of personal religion, while making progress in secular learning, Dr. Ryerson made some remarks on the absence of any scholarships for girls, admitting them to a higher educational institution, similar to the scholarships awarded to boys. It had been no part of his plan, in his position as Chief Superintendent of Education, to forestall the felt wants of the country. He rather desired to wait till these wants were strongly felt, before taking any action on his part. But he should rejoice if the idea, already realized in some cities in the United States, of having a school for the higher education of girls, as well as a school for the higher education of boys, were carried out in Toronto, and if we had here—among our other educational institutions receiving public patronage, and accessible on terms bringing them within the reach of the mass of the people—an institution providing a superior education in every respect for our girls, and for which scholarships should be awarded, as well as those to the boys, at successive annual gatherings like the present. (Cheers.)—Professor Wilson said he had very great pleasure in being here and witnessing the delightful spectacle presented to-night. He heartily concurred in the sentiment of the Chief Superintendent, that it is really creditable to the city of Toronto, that it carries on its common school system in so efficient a manner. He considered it one of the most delightful scenes he witnessed during the whole year—this annual gathering and distribution of prizes. He had expressed his ideas in former years as to the formation of a Central High School for the city, and he still entertained the same opinion, which was made all the stronger by his having visited the Central High Schools in Philadelphia and Boston, examined their working, and satisfied himself that they were an indispensable element to the completion of a common school system. But at the same time he felt satisfied, after carefully looking over the report on the Common Schools of Toronto, for the present year, that this was not the direction in which we specially required to expend our energy at the present moment. It was impossible to overlook the important fact brought out in that report, that there were upwards of a thousand children in this city who altogether neglected to

avail themselves of the grand advantages which those common schools afford. It was, moreover, impossible to overlook the fact placed before us almost every day in our police reports, that so many children of tender years were committed to prison for petty crimes—robbing tills, robbing orchards, and the like—and were thus being apprenticed, as it were, to a life of crime, the badge and brand of criminality being so effectually placed upon them that they would in all probability grow up to be, in later life, the pests of society and candidates for the Penitentiary or the gallows. And when we considered that one of those criminals would cost the city far more than it cost the city to confer scholarships on the seven boys who had received them this evening, and which gave them the means of obtaining a course of higher education, and qualifying them to be reputable and useful members of society; and when we considered the delight with which we expended our money for the benefit of the one class and the sadness with which we expended it for the punishment and restraint of the other class, he thought that—while the idea of a Central High School should not be lost sight of—the immediate and most urgent duty of the trustees was to take measures for the bringing of the whole of these thousand outcast children within the sphere of our educational system. (Hear, hear.) Professor Wilson then alluded in very complimentary terms, to the recent institution by Mr. Macdonald, M.P.P., of a scholarship in University College, specially intended for those who passed through the preparatory training of the common schools and grammar schools of the city. He then referred to the pleasing fact that in the distribution of the prizes this evening, coloured children had been seen standing up on equality with the others, as the successful candidates for these prizes. He denounced the conduct of another city in Upper Canada, which had excluded the coloured children from the common schools, and expressed his gratification that on the eve of another 1st of August, the anniversary of the most recent triumph of British freedom, no such stain attached to the fair fame of the city of Toronto. He rejoiced to see that not only did Toronto take an honourable place in the encouragement of education, but that she carried this out without any distinction whatever, save the distinction in favour of merit and high moral conduct. (Cheers.)

—The Rev. Dr. Jennings was next called on to address the meeting. He said that on entering the building he had not any idea that he would be called upon to speak. He came there merely as a spectator. He felt it his duty, however, while on his feet, to congratulate the excellent teachers of the city schools on being delivered from their labour and toil during the present warm weather, and he must also congratulate the children on being let loose from their school-houses while the “dog-days” continued. He hoped that the latter, after their period of industry and study, would improve their holiday time by seeking after recreation and health in sports and amusements. Without a sound body they could never hope to have a sound mind. He was also happy to be able to congratulate the Corporation of the city in doing the handsome thing by the common schools, and in supplying money to carry on the education of those children promoted from the common schools to the County Grammar School. He had no doubt the youths thus sent to the Grammar School would conduct themselves in a right and proper manner, as those before them had done. Every one had reason to feel proud and happy that the educational year which had passed away had been spent in training children in such a manner as would fit them to occupy positions of high standing in society; a training that would prepare the boys for the higher professions, and make the girls suitable companions for them. He would say to them all, in the words of Scripture, “May our sons be as plants grown up in their youth, and our daughters as the corner-stones, polished after the manner of a palace.”—John Macdonald, Esq., M.P.P., being called on, said it was with feelings of pleasure and delight that he was present on the interesting occasion which had drawn so many together. No one witnessing such a scene could fail to be greatly interested. In his opinion it required much more than a fine genial climate and a wealthy people to attach one to a country. We must also have those privileges by which our children may be trained up and fitted for positions, not only of the common order, but also of prominence in the world. Parents, in coming to a new country, must first know that there are those advantages there by which their children can acquire a good, sound education. In this respect Canada was particularly well provided, and no city on the continent was better off, educationally, than Toronto. Parents and children alike enjoyed the benefits—as what was beneficial to one was also good to the other. The time might come when some of those children who had then appeared on the platform would occupy the prominent position of mayor of the city of

Toronto; they might even become judges and leaders in the land; or they might win honour in defending their country's flag, either on this or on some other soil; but let them take whatever position they might, he felt convinced that in their whole history they would not know a prouder moment than that in which they stood upon the platform and received the rewards of their study and diligence. He was as much opposed to high taxation as any man could be, but he was willing—and he felt sure all before him were equally willing—to bear any judicious expenditure of money in promoting and forwarding the educational interests of our country. He would say to the boys, let them exercise the same energy and diligence in their future lives as they had done in their schools, and they would be sure to succeed without fail. After what had just been witnessed, every man and every woman should be more and more attached to the city. While the educational institutions of the city prospered, we need have no fear for its future.—The benediction was then pronounced by the Rev. Mr. Pollard, after which the interesting proceedings were brought to a close.—*Globe*.

—PROPOSED FEMALE HIGH SCHOOL, TORONTO.—EXTRACT FROM A REPORT OF THE CITY BOARD ON THE SUBJECT.—Your committee having had under consideration the desirability of establishing one or more superior schools for boys and girls, report accordingly. First, That although the necessity of establishing a High School for boys is fully recognized by your committee, yet as some public provision for boys in this respect already exists in the Upper Canada College and Grammar Schools, your committee deem it inexpedient at present to recommend the Board to take action in the matter in this direction. Second, That in the opinion of your committee there is, however, a very urgent necessity for the establishment of a High School for girls, inasmuch as no public provision of this kind has hitherto been made, and they accordingly recommend that immediate action be taken by this Board to supply a want so extensively felt. Third, That with the present crowded state of the city public schools it would be impossible to appropriate any one of the existing buildings for this purpose; and your committee recommend as a temporary arrangement that a suitable building be rented in the central part of the city, and that a sum of not more than \$1000 be appropriated and included in the estimates for the current year for the purpose of furnishing and fitting up the said building; that the admission to such school shall depend upon a recognized standard of attainments, and that the payment of certain fees to be hereafter settled by the Board, shall be collected, and the course of studies shall embrace the usual branches of a thorough English education, together with the accomplishments of French, music, drawing and ornamental needle work; that in view of said school, when once started, your committee submit the following approximation-estimate of the probable income and expenditure of the proposed Girls' High School, viz. :—

*Revenue.*

100 pupils at \$8 per quarter, or 125 at \$6 per quarter, say . . . . . \$3,000

*Expenditure.*

Total . . . . . \$2,200

Showing an apparent margin for miscalculation and unforeseen contingent expenses . . . . . \$ 800

\$3,000

—YORKVILLE COMMON SCHOOL.—The examination of the pupils attending the Yorkville Common School was concluded on the 29th ult. The trustees, and all those who attended the school during the present examination, expressed their pleasure at the proficiency exhibited by the pupils in each division. In the evening the scholars attended the Town-Hall, Yorkville, to receive their awards. The parents showed the interest they took in the school by attending the evening meeting in large numbers, the Hall being quite crowded. Charles V. Berryman, Esq., M.D., took the chair, and having called the meeting to order, expressed his satisfaction at again taking part in this interesting meeting. As local superintendent, it was his duty to be present, and it was one of his most pleasing duties to be present at these semi-annual meetings, and to see so many who showed that they took a lively interest in the education of their children. He explained that the municipality only provided funds once a year for prizes; but he was of opinion that at each semi-annual examination premiums should be given, as by this means a greater zest was given to the scholars, and they worked more earnestly. In order to provide prizes at the summer examination, he had to visit those who were benevolently disposed, and to solicit from them private contributions. He had done this this year, and had been able to get the sum of ten dollars, which he had ex-

pendent in purchasing a number of beautiful books, which he would soon have the pleasure of distributing to the successful pupils. The speaker next adverted to the great good which education was doing for those who apply themselves properly to the acquisition of knowledge. We could, said he, do nothing without education, and the more thoroughly we were educated the more successful we would be as a people. He regretted that there were still amongst us a few who could not see that any benefit was derived from education. These parties tried to argue that the more thoroughly the poorer classes were educated the more it unfitted them for the humble life to which God in his goodness had pleased to call them; but he contended that, no matter what were the circumstances of any individual, education would never do aught for them except good, so long as they used it in the proper manner. It was as necessary for those who were obliged to work at the wash tub or attend to domestic affairs to have a good education, as it was for the richest in the land. It was a grand feature in this Province that the highest places in the land were open to those who worked for them with a will. The University, the Bench, Parliament—were open for the well-educated; and with these goals to strive for, he exhorted all the scholars attending the school to work upwards and onwards earnestly. He next alluded to the assistance which the State had given towards establishing the present school system. The same system was originally commenced in Germany, it was then adopted by Prussia, and lastly by ourselves; and he was proud to think that so good and wholesome a system prevailed. He next addressed the parents, and explained that their duty was to instil into the minds of their children the necessity of pursuing their studies earnestly, and not to throw obstacles in their way; and above all things, not to detain them from school under frivolous pretexts. Much harm was often done by keeping children from school a day or so at a time, because it must be apparent to all that each day children were absent, they lost what had been taught to others whilst they were away, and they found so much the greater difficulty in keeping pace with their classmates; and in the end, instead of going into higher classes, they fell back into those which they had left before. The speaker continued for a considerable length of time in this strain, urging parents and children to use their utmost endeavours to acquire a sound education. On taking his seat he was loudly applauded.—The Rev. Mr. Melville next addressed the assembly, and concurred in what had fallen from the previous speaker. He instanced several cases where poor boys had risen by their own exertions to fill the highest and most honourable positions in the land. Amongst others he instanced the career of Sir Isaac Newton.—The girls sang in an excellent manner a song entitled "The Grave of Napoleon."—The Rev. W. C. Wilson addressed the meeting in an able and effective manner.—The Misses Clayton next sang a duet entitled "The Empty Chair," which was well and deservedly applauded.—Dr. Berryman stated that Miss Ellen Clayton had undertaken to teach the girls attending the school the beauties of music, and from the proficiency which was exhibited after so short a period of trial, he knew that ere long there would be some very sweet singers in Yorkville.—Then followed the distribution of prizes; after which the national anthem was sung, the Rev. Mr. Melville pronounced the benediction, and the meeting broke up.—*Globe.*

—THE BOY'S HOME.—By the praiseworthy exertions of several benevolent ladies and gentlemen in this city the institution known as the "Boy's Home" has at length found a permanent location, and a commodious building has been erected, in which the orphan and the homeless may find refuge. The building is situated on a block of land on the east side of George street, south of Gerrard street, 400 ft. in front, and something over 100 ft. in depth. The cost of the land and building has been about \$9000—\$7000 of which has already been paid. Of this sum, \$5000 was paid for the building. It is built of white and red brick, and when furnished can accommodate over 100 children. There are at present 38 children ready to take possession of it, as soon as it shall be ready for occupation. The inauguration took place on Saturday afternoon, and, as might naturally be expected, drew together a large number of the friends of the institution.—The boys, to the number of 26, were also present, seated on raised forms, and appeared clean, healthy and contented. About half past three o'clock the Chief Justice took the chair, and called upon the Rev. Mr. Armstrong to open the proceedings with prayer. The Chief Justice then briefly addressed the meeting, and dwelt with much force upon the great benefits such institutions might confer upon society at large by rescuing homeless children from the paths of crime and vice, and giving them a religious training, whereby they might become useful and respected members of the

community. The learned judge then introduced Prof. Wilson to the meeting. Prof. Wilson then proceeded to deliver an address suitable to the occasion.

—VICTORIA COLLEGE; COBOURG.—In the proceedings of the Wesleyan Conference we find the following:—Immediately after the opening of the afternoon session the annual meeting of the Victoria College was called—the President of Conference in the chair. The Secretary of the annual meeting, the Rev. Dr. Nelles, first read the minutes of last year's meeting, which were approved. The bursar, J. H. Dumble, Esq. M.A., then presented his annual balance sheet, which showed that the College had been self-sustaining for the past year. Appended to the balance sheet was a statement of the present debt of the College. The bursar remarked that this debt \$40,000, though apparently large, would not be considered so by any one acquainted with the operation of similar institutions. He doubted whether any other denomination could have maintained a college of equal efficiency, upon such slender means, without incurring a much larger debt. He preferred a College with a debt of \$40,000 and the reputation of Victoria College, to an institution without such reputation though free from debt. The pecuniary difficulties of the College were the result of its success as a literary institution. The rapid increase of students necessitated an outlay with which its income did not keep pace. He felt gratified at the action of Conference in voluntarily assuming themselves to maintain the College. Such action on the part of the ministers indicated in language more forcible than words, the duty of the laymen of the church. He believed they would yet yield a hearty response to this silent appeal. The action of the conference spoke also in most unmistakeable terms to those outside who stood waiting for the demise of our college, telling them that the college would not die. Our legislature, while admitting the principle of *State Aid* to higher education, virtually ignored it by granting so small a sum to our institution. We had been accused of seeking relief at the expense of other Universities. Victoria College never desired to take one farthing from any other college, if the taking of that would impair the efficiency of a sister institution. Victoria College would be judged by its merits. The alumni had its interest at heart, and would yet exert a power even in the legislature, on its behalf. In the meantime, the important question was, how may we liquidate the debt as rapidly as possible, and this he commended to the consideration of the present meeting. The report was received. The Rev. Dr. Nelles then stated to the meeting that the attendance during the past year had been 328, and the graduating class 60, shewing most gratifying prosperity. Previous to the report of the Rev. Dr. Aylsworth, the college agent, it was resolved to appoint a committee consisting of the members of the college board present at conference and nine others to consider various suggestions which Dr. Aylsworth wished to lay before the conference in connection with his report. The college meeting was then adjourned to meet at the call of the chair.—Edward Jackson, Esq., of Hamilton, and John Macdonald, Esq., M.P.P., of Toronto, have each given \$1,000 to Victoria College.

—SEPARATE SCHOOLS.—DIOCESE OF ONTARIO.—In the proceedings of the recent Synod we find the following:—Moved by the Rev. W. Bleasdel, seconded the Rev. Mr. Armstrong, "That the changes introduced into the Common School System of this Province are entirely at variance with the fundamental principles of that system, as understood and accepted by the people of Upper Canada; that instead of a purely secular system of education, under which all classes should be included, undue preferences and special privileges have been conferred on a distinct class of the people of this Province—Separate Schools, in which special religious instruction is given, being recognized as a part of the government system. Against this unjust preference, this Synod enters its solemn protest, and demands as an act of common justice, that the privileges granted to the Roman Catholics be granted to others, or that those now accorded be withdrawn." [NORR.—This resolution is identical with the one passed in 1868 in the Synod of the Diocese of Toronto.—*Ed. J. of Ed.*] It was moved in amendment by the Rev. Mr. Worrell, "That His Lordship be instructed to petition the next session of the Legislature for the concession of privileges to the United Church of England and Ireland similar to those granted to and enjoyed by the Church of Rome, as regards Separate Schools." Rev. A. J. O'Loughlin moved a farther amendment, seconded by the Rev. R. V. Rogers, "That the Synod shall appoint a Committee who shall fully inquire into the nature and results of the Common School System in this Province, and specially with a view of ascertaining the extent of the grievances under which the members of our Church are said to suffer by their connection therewith. The committee to report at the annual meeting in 1885, which

report shall serve as the basis of such action by this Synod as may tend to remove the grievances, if any, and also to allay any and all uneasy apprehensions in reference to the religious element connected with the secular education of our children." It was further moved in amendment by the Rev. T. B. Jones, "That this Synod records its protest against any further violation of the Common School System in Upper Canada, and deplores that an undue partiality has been ever shown to any class of the community." This amendment was ruled out of order. The resolution and the various amendments were spoken to at some length by the movers and seconders, as well as by several other clergymen and laymen. Much diversity of opinion prevailed amongst the different speakers in regard to the working of the Common School System, and the necessity for reform in that direction, as well as to the utility of having separate schools for various denominations. It was urged that we would do better by striking directly at the root of the Separate School System of the Roman Catholics; and it was also urged by more than one speaker that on no account should the children of Protestants be separated in our Common Schools. The feeling of the Synod seemed to be strongly in favour of Mr. O'Loughlin's amendment, to assist in the passing of which Mr. Worrell's amendment was desired to be withdrawn, but was not permitted by the house. On Thursday, the debate was resumed by the Rev. Mr. Bleasdel, who offered to withdraw his original motion in favour of one to be submitted by the Rev. R. Lewis. His Lordship said that if the original motion were withdrawn it would have the effect of doing away with Mr. O'Loughlin's amendment. It was then moved by the Rev. R. Lewis, seconded by the Rev. J. G. Worrell, "That this meeting pledges itself to use all lawful endeavours to secure Separate Schools for the children of the United Church of England and Ireland in the cities and towns of this diocese, in unison with the Common School System." Carried unanimously without debate.—*Kingston Chronicle*.

— **DISTRIBUTION OF PRIZES AT LONDON.**—At the recent distribution of premiums to the most proficient among the scholars during the past year. The chair was occupied by His Lordship the Bishop of Huron, seated with him on the platform being a number of prominent citizens, the majority of whom had taken part in the late examinations. The interesting proceedings were commenced by singing the 100th Psalm, and prayer, followed by an address from the chairman, who, as one of the examiners in some of the most important branches of instruction taught in the school, testified to the marked attention on the part of the teachers, and the advancement on the part of the scholars in instruction, and expressing his great satisfaction at witnessing the quiet and orderly demeanor of the children towards their seniors, which had prevailed during the course of the examinations. The prizes were then delivered by His Lordship the Bishop, to the successful competitors. As the gift of the respected bishop, who kindly gave his salary as School Superintendent for this purpose, they will, we doubt not, remain cherished marks of favor with all who received them yesterday. After the distribution, a number of the gentlemen on the platform addressed the children at length.

— **WOODSTOCK PUBLIC SCHOOLS.**—From the remarks of the Local Superintendent at the recent successful examination, we select the following:—"The schools, on the whole, exhibit a small but steady increase of pupils. The average attendances for the last three years in the senior departments have been remarkably close. In the spring of 1861 a great influx of children rendered necessary the engagement of two additional teachers for the junior department. The increased attendance of that time has of late considerably augmented, so that the average of the past seven months is more than double that of the corresponding period of 1861. But even this does not shew the full and more recent increase, as in June last there were 280 children on the junior registers, and some days all were present; consequently the trustees, considering the health of the pupils as well as their education, last month engaged two assistant teachers and opened two other rooms. There are now six junior teachers in six well-ventilated rooms; but the course of instruction is so arranged that every child comes under the supervision of three teachers. Between 500 and 600 pupils are now coming to school pretty regularly, the average of the actual attendance for the last seven months being close upon 500. During the latter part of the present month the attraction of berry-picking has lowered the attendance materially, otherwise the average stated would have been yet higher. Our schools are not perfection; they are not called even first-class; but as Common Schools they will take their stand with any in the Province. We offer no accomplishments, but you who are here to-day can best answer whether we do not give a sound and thoroughly practical education. Drill is regularly gone through, although

since the death of Brigade-Major Light, we have been deprived of the services of the drill sergeant. It is an exercise of great utility, and is highly relished by the boys. In the girl's department that most valuable help in domestic economy, plain sewing, has attained such a degree of excellence that many ladies who have inspected it say it is unsurpassable. Our museum and school gardens reflect much credit on the scholars generally. Between the few private schools and the public schools there are few, very few, I am happy to say, whose education is wholly neglected. Frequent absence on the most frivolous pretences continues to an extent that might well be lessened, when we consider that the school days are only 226 in the year, and 5½ hours only, occupied each day.—I do not object to reasonable holidays, and full enjoyment thereof; at proper times they are necessary and commendable,—for instance a pic-nic or two in the summer, where the boys of the East School would invite the girls of the West School, and *vice versa*. This would call forth a display of courtesy and politeness much wanted. Each school, too, should have their cricket club, so that the boys of the one school could play a friendly game with the boys of the other one. The formation of a school library is much to be desired; and, although with the heavy taxes that have long pressed on the town the trustees have not thought proper to spend any portion of the public funds for this purpose, I trust that it may be at once commenced in another way. Suppose, for instance, 50 pupils in every senior department were each to subscribe one cent monthly, five or six of the most valuable periodicals could be obtained and circulated among the scholars in regular order; and this constant circulation of such works as "Good Words," "Chamber's Journal," "The Boy's own Book," "Leisure Hour," &c., must work incalculable good, and occupy many a wasted hour. I throw out these hints to-day purposely that both parents and children may know my views upon the matter, and in the hope that it may be acted on with a beneficial result. I will merely add that those familiar with our schools a few years back, must notice many improvements for the comfort of both teacher and pupil. They have unquestionably been progressing; and without aiming at an impossibility—perfection—yet we hope our future course will be even more decidedly progressive than the past."—*Times*.

— **OTTAWA SCHOOL ENTERTAINMENT.**—The recent examination of the scholars of St. George's Ward School partook more of a dramatic entertainment, mixed with that of a concert, than a regular inquiry into the acquisitions of the scholars. The schoolroom was tastefully decorated by the girls, who had wreaths of evergreens all round the room, (which was the upper flat of the schoolroom, and is generally used as a hall). At the upper end was a banner having a 'Prince of Wales' feather, above which the word "Welcome" was painted in large letters, and on each side there was a motto "Education Forever." On the right hand side we perceived two mottoes, "Hurrah for St. George's Ward," and "Excelsior." On the left-hand side another motto was placed, "Progress;" and on each side of the chimney, on the lower end, was the national motto of "God Save the Queen." Natural and artificial flowers were to be found among the evergreens, as well as several small Union Jacks, which gave the room a gay appearance.—*Citizen*.

— **ST. FRANCIS COLLEGE, RICHMOND.**—The exercises at the close of the Spring Term of St. Francis College, Richmond, took place on the 5th ult. Its catalogue and announcement for the next session has just been placed in our hands. A brief *resume* of the history of the institution has been also communicated to us, which we propose to lay before our readers. In 1854, a few gentlemen in Richmond and Melbourne resolved to establish a Commercial and Classical College for the Eastern Townships. They subscribed liberally, and the building was begun. Unfortunately, although intended for the benefit of all, the burden of providing the funds was laid upon those living in the immediate vicinity, the subscriptions from other places being only about a thousand dollars. A debt of \$1500 was thus incurred, which, by interest accruing since the beginning, now amounts to \$2,400. From the information we find in the catalogue, we believe that were the case fairly stated, no difficulty ought to be felt in collecting sufficient to discharge this liability, which much hampers the extension of the College work. Pupils and students attend from all parts of the Province, and even from the United States, and we venture to say that but for St. Francis College, the great bulk of these young men who have been trained there and have graduated with high University honors, would never have received more than a common school education. These ought, therefore, to be mindful of their Alma Mater, on whose bosom they were nurtured. The course of instruction appears well calculated to develop the intellect. The requirements for matriculation are

judiciously set high enough to more than meet the demands of the most exacting university in Canada, in fact the College authorities have thought it better to go beyond rather than fall short of the standard set up by any of our universities, and in this they have acted wisely. The Junior Department is divided into four branches—commercial, industrial, normal and classical; so that those who are intended for any special business or profession have their attention directed to subjects bearing upon them. For instance, there are nearly a dozen agricultural students, some are studying surveying, &c. It must be understood, however, that the study of these special subjects does not displace the regular branches which are imperative, the others being accessory. We would direct the attention of our university authorities to what we believe is doing harm, and accounts for the number of half educated lawyers and doctors we commonly meet with, and that is the low standard fixed for admission to the faculties of law and medicine. By the present system, the list of students in these faculties is much larger, but it is at the expense of quality, and we cannot blame young men, many of whom are not in affluent circumstances, from yielding to the temptation held out of passing with but a very insufficient preliminary training, and not necessarily with any general intellectual culture at all. The heads of our chief educational institutions have much to answer for in this respect. The mining developments of this part of the country have been taken advantage of, and Thomas Mackie, Esq., a well qualified mineralogist, not only lectures, but takes the students with him on his visits to the mines with which he is connected. Analysis of ores, &c., is conducted under his supervision. The College is, as it professes to be, strictly non-sectarian, but the moral and religious instruction of the young men is carefully alluded to. Fourteen of the students are preparing for the Christian Ministry. These are of various denominations and we find that in the neighbourhood the various religious bodies are well represented. There are Church of England, Church of Scotland, Catholics, Free, Wesleyan and Congregational Churches, and but one testimony is borne by those best qualified to judge, to the propriety and good conduct of all the students. Associations are formed for religious and other purposes such as Young Men's Christian Association, Literary Society, &c., at latter of which papers are read and discussions held with other exercises of an improving nature. A good library and a museum form part of the means of improvement, and to this latter we would recommend those holding duplicates of specimens, to contribute. The Principal who has taken considerable pains in arranging and classifying the minerals would be very glad to exchange duplicates. There are scholarships connected with the institution as we find by pages 14 and 15 of the catalogue. A perpetual scholarship can be had for \$400, collegiate (4 years) for \$100 Scientific (3 years) \$80, Preparatory (3 years) \$50. In many respects St. Francis College presents advantages of no common order. As non-sectarian it affords to all denominations an opportunity of having young men prepared for the Christian Ministry under the immediate supervision of their own pastors. Sound views in Canadian nationality, with unswerving loyalty to the British connection are inculcated, while at the same time the lessons to be derived from the experiences of other countries are clearly pointed out, so that a spirit of bigotry is not fostered. The surrounding country is rich in economical resources open to the young men as a branch of their studies, the neighbourhood is very healthy and what may seem to be an anti-climax, the expense of living is very moderate. We believe that the testimony of the prize lists of McGill University is sufficient to prove the efficient manner in which the institution has been conducted, and the sound way in which the students are grounded in every branch of study. We trust soon to hear that the debt has been wiped off, and that a further sum has been raised sufficient to found an additional Professor's chair.

It may be interesting to subjoin a list of the students for the three years 1861-64:—

Collegiate and Scientific	-	-	-	-	-	26
Matriculating Class (1864)	-	-	-	-	-	8
Classical	-	-	-	-	-	36
Normal	-	-	-	-	-	26
Commercial and Industrial	-	-	-	-	-	142
						288

The Matriculating class includes students from Montreal, Leeds, Inverness, Bishop's College, Lennoxville, Danville, &c., and already six additional students have intimated their intention of joining the Matriculating class next term. We recommend the course of lectures in the Faculty of

Arts to the consideration of those who have sons or others under their guardianship to whom they desire to give a sound education. We have seldom seen a more judicious scheme.—*Montreal Gazette*.

—**MCGILL UNIVERSITY.**—We have received a copy of the annual calendar of the University of McGill College. From it we learn that the students last session were—

In the faculty of Arts in McGill College	-	-	-	-	67
Morrin College	-	-	-	-	15
					82
In Medicine	-	-	-	-	177
In Law	-	-	-	-	48
					307
Deduct entered in two faculties	-	-	-	-	2
					305

In the affiliated Schools there were:—

In High School department	-	-	-	-	249
In McGill Normal School	-	-	-	-	74
In Model Schools	-	-	-	-	300

Making the aggregate under tuition - - - - - 928

The coming session of the faculty of Arts will begin on the 6th September next, and end on the 1st May 1865. The full course of study for the degree of B. A., covers four years, but advanced students may enter as of the second year. To graduates besides rank as first class, one of five gold medals are offered as a prize to be won by honour students; the "Chapman" Gold Medal, will hereafter be awarded to the foremost man in classical languages and literature. The "Prince of Wales" for Logic and Mental and Moral Philosophy. The "Anne Molson" for Mathematics and Natural Philosophy; the "Shakspeare" for English Literature, &c., and the "Logan" for Geology and other Natural Sciences. The teaching staff of the faculty comprises ten professors. The medical faculty opens its next and thirty-second session on the 7th November, and continues it for six months. The staff of this faculty comprises nine professors, besides the demonstrator of Anatomy—and access is afforded to students to the Montreal General Hospital. The course for the degree of M.D., C.M., is of three years. In the faculty of Law there are six professors. The precise day of opening or length of the course is not stated. With these advantages the University should command the confidence of the community, and we are glad to see so many evidences of hearty support accorded to it.—*Montreal Gazette*.

#### EXAMINATION OF COMMON SCHOOL TEACHERS. COUNTY OF YORK.

NOTICE IS HEREBY GIVEN, that an Examination of Common School Teachers and others, will take place on WEDNESDAY, the 31st day of August, 1864, at the Court House, City of Toronto, at Richmond Hill, and at Newmarket, at 9 A.M. Candidates will be required to produce Certificates of Moral Character from their respective Ministers; and if Teachers before, also from their respective Trustees.

JOHN JENNINGS, D.D., Chairman.  
City of Toronto, 2nd August, 1864. *in a.*

#### MCGILL UNIVERSITY, MONTREAL.

THE CALENDAR for the Educational Year 1864-65 is just published, and affords all necessary information respecting

THE FACULTY OF ARTS.	THE HIGH SCHOOL OF MCGILL COLLEGE.
THE FACULTY OF MEDICINE.	
THE FACULTY OF LAW.	THE MCGILL NORMAL SCHOOL.

The attention of all interested in the higher education, is invited to the course of study set forth under the above heads, and which have been so arranged as to afford to all classes of persons the greatest possible facilities for the attainment of mental culture and professional training.

Copies will be forwarded free to any part of British America on application (post-paid) to the undersigned.

W. O. BAYNES, B.A., Sec., Registrar, &c.  
July, 1864 *sin-jas-up.*

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*Education Office, Toronto.*

TORONTO: LOVELL AND GIBSON, PRINTERS.



# JOURNAL OF

Upper



# EDUCATION,

Canada.

VOL. XVII.

TORONTO: SEPTEMBER, 1864.

No. 9.

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## LORD ELGIN'S LAST DAYS.

The current number of the *North British Review*, which is one of great ability and variety, contains a deeply interesting article on the character of the late Lord Elgin, under the title of "Lord Elgin—in Memoriam." Judging from the internal evidence, we should ascribe this article to the pen of the Duke of Argyll. We insert it in this number of the *Journal* with peculiar yet melancholy satisfaction, as a tribute to the memory of the most accomplished governor and able statesman which Canada has ever had. In her educational interests, Canada lost a gifted friend in the death of Lord Elgin. The article contains an affecting account of the closing scenes in the life of the late Governor General of India:—

It is not the intention of these few pages to give an account, even in outline, of what England lost in the death of Lord Elgin. Other pens may hereafter describe at length that singular career, which witnessed the successful accommodation of a more varied series of novel and entangled situations than has perhaps fallen to the lot of any other statesman within our own time.

There must be those who remember and who could tell of the reduction of Jamaica to order, after the convulsions of the Emancipation Act, by the youngest Governor ever sent out to command a colony. There must be those who know how he stood his ground in Canada against first one and then another turbulent faction, and converted the mass of the population from a state of chronic disaffection to permanent loyalty. There are

those who witnessed that decisive stroke by which he sent the troops back from Singapore to Calcutta, in the very crisis of the fate of our Eastern Empire, and, when he landed, found (to use his own famous and long-remembered expression) but "one face in Calcutta unblanched with fear"—the face of the intrepid Governor, his own early college friend, Lord Canning,—a meeting how romantic, and an issue how momentous! "It was he," wrote the gallant and lamented Sir William Peel, "who made the change in India. It was the Chinese expedition that relieved Lucknow, relieved Cawnpore, and fought the battle of the 6th December." There are those who remember how, when, not for the first time, he encountered the terrors of shipwreck, at the Point de Galle, the two ambassadors of England and France sat side by side, unmoved amidst the awful scene, and refused to leave the sinking ship, inspiring all around them with the cheerfulness and spirit needed for the emergency. There are those who saw him, by that rare union of tact with firmness, of fertile resource with simplicity of aim, which belonged to the character of his race, twice over bring to a prosperous end the stupid and provoking negotiations, and the no less stupid and provoking wars of the most inaccessible and intractable of earthly empires,—who watched the moderation with which he procured the treaty of Tien-tsin, the decisive energy with which he avenged the dignity of England by the destruction of the Summer Palace at Peking, and received the humiliation of the Chinese Prince in the heart of the Imperial city.

There are those, too, who know what he hoped to have done for India, had his life been spared. There are those—not a few—who looked further forward still, to the time when his long wanderings would at last be over, and he might have returned to have taken his place high in the councils of his country, and given to the solution of the great problems of the government of England, the experience and ability which had been ripened in such lofty positions, in so many a trying situation, in each extremity of the globe.

To these, and such as these, we must leave the delineation of the general policy, and the complicated course, of Lord Elgin's public life.

But it may be possible, within the short compass of the present occasion, to bring back some recollections of his last days, some image of his character as he appeared to those who knew and loved him best, which may fill up the vacant space left by his death, not merely in the memory and the hopes, but in the actual knowledge of his contemporaries. For it is one of

the sad consequences of a statesman's life spent, like his, in the constant service of his country on arduous foreign missions, that in his own land, in his own circle, almost in his own home, his place is occupied by others, his very face is forgotten; he can maintain no permanent ties with those who rule the opinion, or obtain the mastery, of the day; he has established no claims on any existing party; he has made himself felt in none of those domestic and personal struggles which attract the attention, and fix the interest, of the common world which forms the bulk of the public opinion of England. For twenty years, the few intervals of his residence in these islands were to be counted, not by years, but by months, and the majority even of those who might be reckoned amongst his friends and acquaintances, remembered him chiefly as the eager student at Oxford, in the happy time when he was devoted, in his undergraduate days at Christ Church, to the pages of Plato, or listened, not without a deep philosophic interest, in the Fellows' Quadrangle at Merton, to the roll of the now extinct theological controversy, then beat by the war drum of the Tracts for the Times.

It is tragical to think of the curtain thus suddenly dropt over the future of his career in England. It is tragical, also, though in a narrower and more partial sense, to think of the more immediate overcasting of his career in India.

He undertook the Vice-royalty of India, not, it is said, without a dark presentiment that he should never return, but with a clear conviction that the magnitude of the field before him left no choice. Yet of the actual duty imposed on him, of the actual glory to be reaped, he always expressed himself with a modesty to which his own acts corresponded. "I succeed," he used to say, "to a great man and a great war, with a humble task to be humbly discharged." This feeling is well expressed in a letter, which gives at the same time an admirable description of the empire, at the moment when he undertook the government.

"India was at peace. At peace in a sense of the term more emphatic and comprehensive than it had ever before borne in India. The occurrences which had taken place during the period of Lord Dalhousie's government, had established the prestige of the British arms as against external foes. Lord Canning's Vice-royalty had taught the same lesson to domestic enemies. No military operations of magnitude were in progress to call for prompt and vigorous action on the part of the ruling authority, or to furnish matter for narrations of thrilling interest. On the contrary, a hearty acquiescence in the belief that no such opportunities existed, and that it was incumbent upon him, by all practicable means, to prevent their recurrence, was the first duty which the situation of affairs prescribed to a new Governor-General.

"But while such was the condition of things in respect to matters which have to be settled, if at all, by the arbitrament of the sword, questions of a different class, affecting very important interests, but demanding, nevertheless, a pacific solution, presented themselves for consideration, with a view to definitive action and practical adjustment, under circumstances of very great perplexity and embarrassment. . . . What intensified the evil in many of those cases, was the fact that the points in question bore closely upon those jealousies of race which are the sources of almost all our difficulties in India."

In the spirit thus indicated, he was desirous of postponing the final adjustment of such questions, as those to which he here alluded, until he had made himself thoroughly acquainted with the country and the people. That acquaintance he was gradually acquiring. That result of his labours he was rapidly approaching.

The gallant vessel was steering with her sails full set, right into the haven where she would be. The storm swept over her, from a quarter whence it was least expected. The ship went down within the very sight of the harbour, with all the treasure of experience and wisdom accumulated for the very moment of the arrival which was never to take place.

The sense of his approaching end throws over the retrospect of Lord Elgin's progress northwards from Calcutta through the provinces a melancholy shade, which almost forbids us to dwell upon it in detail. Yet it also imparts a pathetic interest to some of the leading features of his public addresses, and of his personal impressions, which may well find a place in this brief sketch. Such is the allusion to the two distinguished men who had preceded him in his office of Governor-General, in a speech at a dinner at Benares, celebrating the progress of the East Indian Railway:—

"In looking over the published report of these proceedings a few days ago, my attention was arrested by an incident which brought forcibly home to my mind one painful circumstance in which my position here to-day contrasts sadly with that which my predecessor then occupied. At a stage in the proceedings of the evening, corresponding to that at which we have now arrived, Lord Canning departed from the routine prescribed by the programme, and invited the company to join him in drinking the health of his noble predecessor, the Marquis of Dalhousie, who had, as he justly

observed, nursed the East Indian Railway in its infancy, and guided it through its first difficulties. It is not in my power to make any similar proposal to you now. A mysterious dispensation of Providence has removed from this world's stage, where they seemed still destined to play so noble and useful a part, both the proposer of this toast and its object; the names of both are written in brilliant characters on some of the most eventful pages of the history of India, and both were removed at a time when expectation as to the services which they might still render to India was at its height. I shall not now dwell on the great national loss which we have all sustained in this dispensation; but, perhaps, I may be permitted to say that to me the loss is not only a public one, but a private and personal calamity likewise. Both of these distinguished men were my contemporaries; both, I believe I may without presumption say, my intimate friends. It is a singular coincidence that three successive Governors-General of India should have stood towards each other in this relationship of age and intimacy. One consequence is that the burden of governing India has devolved upon us respectively at different periods of our lives. Lord Dalhousie, when named to the Government of India, was, I believe, the youngest man who had ever been appointed to a situation of such high responsibility and trust. Lord Canning was in the prime of life; and I, if I am not already on the decline, am at least nearer to the verge of it than either of my contemporaries who have preceded me. Indeed, when I was leaving England for India, Lord Ellenborough, who is now, alas! the only surviving ex-Governor-General of India, said to me, 'You are not a very old man, but depend upon it, you will find yourself by far the oldest man in India.'

He was present at the impressive ceremony of the consecration of the church by the Well of Cawnpore, where he met the excellent Bishop of Calcutta. He thence advanced to Agra, which he thus describes:

"The six days spent at Agra, I am disposed to reckon among the most interesting of my life. Perhaps eleven months of the monotony of a Calcutta existence may render the mind more sensitive to novelty and beauty. At any rate, the impressions experienced on revisiting Agra at this time have been singularly vivid and keen. The surpassing beauty of the buildings, among which the Taj stands preeminent; the vast concourse of chiefs and retainers, containing so many of the attributes of feudal and chivalrous times; with the picturesqueness in attire and gorgeousness in colouring, which only the East can supply; produced an effect of fairyland, of which it was difficult to divest one's-self in order to come down to the sterner realities of the present. These realities consisted mainly in receiving the chiefs at private and public Durbars; the great Durbar being attended by a larger number of chiefs than ever before assembled on a similar occasion."

The public journals of India describe for the last time, on the occasion of this Durbar (or gathering of the princes), his "appearance venerable" beyond his years; "the extremely benignant" aspect of his countenance; his voice, as he addressed the assembly, "clear and distinct, every word well weighed, as if he meant what he said." We give his address, as the best exposition of his own feeling under this and similar circumstances:—

"Princes and Chiefs—In inviting you to meet me here, it was my wish in the first place to become acquainted with you personally, and also to convey to you, in obedience to the gracious command which I received from Her Majesty the Queen, upon my departure from England, the assurance of the deep interest which Her Majesty takes in the welfare of the Chiefs of India. I have now to thank you for the alacrity with which, in compliance with my request, you have, many of you from considerable distances, assembled at this place.

Having received, during the course of the last few days, many of the principal personages among you in private durbar, where I have had the opportunity of communicating my views on matters of interest and importance, I need not detain you on this occasion by many words.

"Before taking leave of you, however, I desire to address to you collectively a few general remarks upon the present state of affairs in India, and upon the duties which that state of affairs imposes upon us all.

"Peace, I need hardly remind you of the fact, now happily prevails throughout the whole extent of this vast empire; domestic treason has been crushed; and foreign enemies have been taught to respect the power of the arms of England.

"The British Government is desirous to take advantage of this favourable opportunity, not to extend the bounds of its dominions, but to develop the resources and draw forth the natural wealth of India, and thus to promote the well-being and happiness both of rulers and of the people.

"With this view many measures of improvement and progress have already been introduced, and among them, I may name as

most conspicuous, the railway and electric telegraph, those great discoveries of this age which have so largely increased the wealth and power of the mightiest nations of the West.

"By diffusing education among your vassals and dependants, establishing schools, promoting the construction of good roads, and suppressing, with the whole weight of your authority and influence, barbarous usages and crimes, such as infanticide, suttee, thuggee, and dacoitee, you may, Princes and Chiefs, effectually second these endeavours of the British Government, and secure for yourselves and your people a full share of the benefits which the measures to which I have alluded are calculated to confer upon you. I have observed with satisfaction the steps which many of you have already taken in this direction, and more especially the enlightened policy which has induced some of you to remove transit and other duties which obstructed the free course of commerce through your States.

"As representing the paramount power, it is my duty to keep the peace in India. For this purpose Her Majesty the Queen has placed at my disposal a large and gallant army, which, if the necessity should arise, I shall not hesitate to employ for the repression of disorder and the punishment of any who may be rash enough to disturb the general tranquillity. But it is also my duty to extend the hand of encouragement and friendship to all who labour for the good of India, and to assure you that the chiefs who make their own dependants contented and prosperous, establish thereby the strongest claim on the favour and protection of the British Government.

"I bid you now, Princes and Chiefs, farewell for a time, with the expression of my earnest hope that, on your return to your homes, health and happiness may attend you."

From Agra he moved northwards through Delhi:—

"The place of greatest interest visited during the latter part of the tour was unquestionably Delhi. The approach to it through ten miles of a desolate-looking campaign, thickly strewn with funeral monuments reared in honour of the sovereigns and mighty men of former dynasties, reminded me of Rome. The city itself bears traces of more recent calamities. The palace has been a good deal maltreated, and the Jumna Masjid Great Mosque, a magnificent building, has only just been restored to the worshippers. Beyond the town, and over the place where the camp was pitched, lay the heights which were occupied by the British troops, and signalled by so many deeds of valour, during the eventful struggles of 1857.

"No durbar was held at Delhi, but at Umballa a large number of influential Sikh chiefs were received, at the head of whom was the young Maharaja of Puttiala, the son and heir of the Prince whom Lord Canning placed in the Council of the Governor-General.

"The Sikhs are a warlike race, and the knowledge of this fact gave a colour to the advice tendered to them. It was my wish to recognise with all due honour their martial qualities, while seeking to impart a more pacific direction to their energies. The capture of half the capitals of Europe would not have been, in the eyes of the Sikh, so great an event, or so signal a proof of British power, as the capture of Peking. They are proud of the thought that some of their race took a part in it; and more inclined than ever—which is an important matter—to follow the British standard into foreign lands, if they should be invited to do so."

On these sentiments was founded the address which he delivered on this occasion, and which is given here at length, as the last public expression of his good-will to the Indian races:—

"Colonel Durand,—I beg that you will express to the native gentlemen who are assembled here my regret that I am unable to address them in their own language, and inform them that I am charged by Her Majesty the Queen to convey to them the assurance of Her Majesty's high appreciation of the loyalty and devotion to Her Majesty's person and Government which has been exhibited on various occasions by the Sikh rulers and people. Not many days ago it was my pleasing duty to determine that the medal granted to Her Majesty's troops who were engaged at Delhi in 1857, should be conferred on the followers of the Sikh chiefs who took part in the noble achievements of that period, and I can personally bear testimony to the good services of the officers and men of the Sikh Regiments who, in 1860, co-operated with the British troops in placing the British flag on the walls of Peking, the capital of the vast empire of China.

"But, in order to be truly great, it is necessary that nations should excel in the arts of peace as well as in those of war.

"Look to the history of the British nation for an example. Most assuredly the British people are powerful in war; but their might and renown are in a great measure due to their proficiency in the works which make a time of peace fruitful and glorious.

"By their skill in agriculture, they have converted their country

into a garden; by their genius as traders they have attracted to it a large share of the wealth of other lands.

"Let us take advantage of this season of tranquillity to confer similar benefits on the Punjab.

"The waters which fall on your mountain heights and unite at their base to form mighty rivers, are a treasure which, duly distributed, will fertilize your plains and largely augment their productive powers. With electric telegraphs to facilitate communication, and railways and canals to render access to the sea-ports easy and expeditious, we shall be able to convey the surplus produce of this great country to others where it is required, and to receive from them their riches in return.

"I rejoice to learn that some of the chiefs in this part of India are taking an interest in these matters, which are of such vital importance to the welfare of this country and the prosperity of the people. It affords me, moreover, sincere gratification to find that, under the able guidance of the Lieutenant-Governor, the Sikh Sardars in certain districts of the Punjab are giving proof of their appreciation of the value of education by making provision for the education of their sons and daughters.

"Be assured that in so doing you are adopting a judicious policy. The experience of all nations proves that where rulers are well informed and sagacious, the people are contented and willingly submissive to authority. Moreover, it is generally found that where mothers are enlightened, sons are valiant and wise.

"I earnestly exhort you, therefore, to persevere in the course on which you have entered, and I promise you while you continue in it the sympathy and support of the British Government."

He now reached Simla, the paradise of the Anglo-Indians. He was thence to explore the tea plantations amongst the mountains, and was looking eagerly forward to the great gathering of Indian chiefs and princes which was to close his progress at Lahore.

Although he had suffered often from the unhealthy and depressing climate of Calcutta during the summer and autumn of 1862, and thus, to the eyes that saw him again in 1863, he looked many years older than when he left England, yet it was not till he entered the hills that any symptom manifested itself of the fatal malady that was lurking under his apparently stout frame and strong constitution. The splendid scenery of those vast forests and snow-clad mountains inspired him with the liveliest pleasure; but the highly rarefied atmosphere, which to most residents in India is as life from the dead, seemed in him to have the exactly reverse effect.

It was on the 12th of October, that he ascended the Rotung Pass, and, on the 13th, crossed the famous Twig Bridge over the river Chandra. It is remarkable for the rude texture of birch branches of which it is composed, and which, at this late season, was so rent and shattered by the wear and tear of the past year, as to render the passage of it a matter of great exertion. Lord Elgin was completely prostrated by the effort, and it may be said that from the exhaustion consequent on this adventure he never rallied. But he returned to his camp, and continued his march on horseback, until, on the 22nd, an alarming attack obliged him to be carried, by slow stages, to Dhurmsala. There he was joined, on the 4th of November, by his friend and medical adviser, Dr. Macrae, who had been summoned from Calcutta, on the first alarming indications of his illness. By this time, the disorder had declared itself in such a form as to cause the most serious apprehensions to others, as well as to himself the most distressing sufferings. There had been a momentary rally, during which the fact of his illness had been communicated to England. But this passed away; and on the 6th of November, Dr. Macrae came to the conclusion that the illness was mortal. This intelligence, which he communicated at once to Lord Elgin, was received with a calmness and fortitude which never deserted him through all the scenes which followed. When once he had satisfied himself, by minute inquiries from Dr. Macrae, of the true state of the case, after one deep, earnest, heartfelt regret that he should thus suddenly be parted from those nearest, and dearest, to whom his life was of such inestimable importance, and that he should be removed just as he had prepared himself to benefit the people committed to his charge, he steadily set his face heavenward.

He was startled, he was awed; he felt it "hard, hard, to believe that his life was condemned," but there was no looking backward. Of the officers of the staff he took an affectionate leave that day. "It is well," he said to one of them "that I should die in harness." And thenceforth he saw no one habitually, except Dr. Macrae, who combined with his medical skill the tenderness and devotion at once of a friend and a pastor; his attached Secretary, Mr. Thurlow, who had rendered him the most faithful services, not only through the period of his Indian vice-royalty, but during his last mission to China; and her who had shared his every thought, and whose courageous spirit now rose above the weakness of the fragile frame, equal to the greatness of the calamity, and worthy of him to whom by night and day, she constantly ministered,

On the following day the clergyman whom he had ordered to be summoned, and for whose arrival he awaited with much anxiety, reached Dhurmsala, and administered the Holy Communion to himself and those with him. "We are now entering on a new Communion," he had said that morning, "the Living and the Dead," and his spirit then appeared to master pain and weakness, and to sustain him in a holy calm during the ceremony and for a few hours afterwards. "It is a comfort," he whispered, "to have laid aside all the cares of this world, and put myself in the hands of God;" and he was able to listen at intervals to favorite passages from the New Testament. That evening closed in with an aggravation of suffering. It was the evening of the seventeenth anniversary of his wedding day.

On the following morning, Lady Elgin, with his approval, rode up to the cemetery at Dhurmsala, to select a spot for his grave, and he gently expressed pleasure when told of the quiet and beautiful aspect of the spot chosen, with the glorious view of the snowy range towering above, and the wide prospect of hill and plain below.

The days and nights of the fortnight which followed were a painful alteration of severe suffering and rare intervals of comparative tranquillity. They were soothed by the never-failing devotion of those that were always at hand to read to him or to receive his remarks. He often asked to hear chosen chapters from the Book of Isaiah (as the 40th and 55th), sometimes murmuring over to himself any striking verses that they contained, and at other times repeating by heart favorite Psalms, one of which recalled to him an early feat of his youth, when he had translated into Greek the 137th Psalm—"By the waters of Babylon we sat down and wept."

At times he delighted to hear his little girl, who had been the constant companion of his travels, repeat some of Keble's hymns, especially those on the festival of St. John the Evangelist, and of the Holy Innocents. Years ago he had prided himself on having been the first to introduce into Scotland "The Christian Year," which as a student he brought from Oxford where the first edition—first of its seventy-seven editions—had just appeared. How touching a reward to him—how touching a tribute to the enduring piety and genius of its venerable author, that after the lapse of so long a tract of time to both—of quiet pastoral life and eager controversies for the one; of diplomacy and government, war and shipwreck, and travels from hemisphere to hemisphere, for the other—that fountain of early devotion should still remain fresh and pure to soothe his dying hours!

Until his strength failed him, he was carried at times into the verandah, and showed by words and looks his constant admiration at the grand evidences of God's power and goodness in the magnificence of the scenery before him; and on one such occasion was delighted with the sublime description of the wonders of nature in the 38th and 39th chapters of the Book of Job. At times, he was able to enter into conversation and argument on serious subjects. When under the pressure of his sufferings, he was one night entreating to be released—"Oh, that God would in mercy come and take me!"—Dr. Macrae reminded him of the dread of pain and death which seems to be expressed in the account of the Agony of Gethsemane, and he appeared to find much comfort in the thought, repeating once or twice that he had not seen it in this light before, and several times saying with fervour, "Not my will but Thine be done."

At other times he could even be led, by way of steadying his wandering thoughts amidst the distraction of restlessness, to fix them on his school and college days, to tell anecdotes of his hard reading, or to describe the visit to Oxford of his venerable friend Dr. Chalmers. He dwelt in this way on a sermon of Dr. Chalmers at Glasgow, which he remembered even in detail, from which he quoted some eloquent passages, bringing out the general scope of his sermon, to the effect that, rather than teach men to hate this bad world, we should teach them to love and look up to a better one. It will naturally be understood that long converse was really impossible. As occasion rose, a few words were breathed, an appropriate verse quoted, and a few minutes were all that could be given at any one time to discourse upon it.

It is characteristic of his strong, cheerful faith, even during those last trying moments that he on one occasion asked to have the more supplicatory, penitential Psalms, exchanged for those of praise and thanksgiving in which he joined, knowing them already by heart, and in the strain of calm yet triumphant hope, he whispered to himself on the night when his alarming state was first made known to him, "Hallelujah! the Lord God Omnipotent reigneth. We all shall meet again."

That thought was raised to its highest pitch by the sight of a portrait of a beloved son, who had died in England during his absence. It arrived in the close of those sad days. He recognised it at once, with a burst of tenderness and delight which at once lifted his mind above the suffering of his mortal illness. Again and again he de-

sired to see it, and to speak of it, with the fixed conviction that he and his "angel boy," as he called him, would soon meet in a better world. "Oh! when shall I be with you?" "You know where he is; we shall all go to him; he is happy."

Every care had been taken for the public interests, and for the interests of those still nearer and dearer to him. He had laid the most solemn charge on his faithful Secretary to conduct Lady Elgin home on her mournful and solitary voyage. He had given to Dr. Macrae, with the tenderest marks of affection, a turquoise ring: "We have had a long struggle together; keep this in memory of it." He had dictated a telegram to the Queen resigning his office, with a request that his successor might be immediately appointed.

With this exception, public affairs seem to have faded from his mind. "I must resign myself to doing no work. I have not sufficient control over my thoughts. I have washed my hands of it all." But it was remarkable that as the end drew nearer, the keen sense of the public duty once more flashed up within him. It was on the 19th that he could not help expressing his wonder what was meant by his long lingering; and once, half wondering, he whispered, "If I did not die, I might get to Lahore and carry out the original programme."

Later on in the day he sent for Mr. Thurlow, and desired that a message should be sent, through Sir Charles Wood, expressive of his love and devotion to the Queen, and of his determination to do his work to the last possible moment. His voice, faint and inaudible at first, gained strength with the earnestness of the words which came forth as if direct from his heart, and which, as soon as pronounced, left him prostrate with the exertion. He begged, at the same time, that his "best blessing" might be sent to the Secretaries of the Indian Government, and also a private message to Sir Charles Wood in England.

These were his last public acts. A few words and looks of affection for his wife and child, were all that escaped him afterwards. One more night of agonised restlessness, followed by an almost sudden close of the long struggle, and a few moments of perfect calm, and his spirit was released. His death was on the 20th of November, and on the 21st he was privately buried at his own request, on the spot selected beforehand.

We have said that on his public policy we do not enter. That must be fought out, defended, censured, approved by others. Neither do we enlarge on the details of his private life. These are too sacred, too near, to be handled in these pages. Enough has been said to show to those who knew him not what manner of man he was in those more intimate relations to God and man with which a stranger dares not intermeddle.

But there are traits which start to life, now that he is removed, for which perhaps the English world, which, as we have said, hardly knew him, gave him but little credit.

He was thought of as a man of excellent sense and tact. By this, it is said, his objects were gained. Through this, it was held, he maintained that equable tenor of success that so marked the successive stages of his career. So doubtless it was to a great extent. Yet assuredly to those who knew him intimately there was much more than this.

Look even at the outward forms of his mode of speech. They are all that now remain to us to tell of that singularly poetic and philosophic turn of mind, that union of grace and power in all his turns of expression, which, if they do not actually amount to genius, give to the character which thus displays itself the charm which no commonplace mediocrity, however sound and safe, can ever attain. It is enough to quote from the few letters in which he had time to disburden those thoughts freely, to show what we mean.

#### THE RIVER SCENERY OF CHINA.—May, 1838.

"When the sun had passed the meridian, the masts and sails were a protection from his rays; and as he continued to drop towards the water, right a-head of us, he strewed our path, first with glittering silver spangles, then with roses, then with violets, through all of which we sped recklessly. The banks on either side continued as flat as ever until the last part of our trip, when we approached some hills on our left, not very lofty, but clearly defined, and with a kind of dreamy softness about them which reminded one of Egypt."

The sun has just set among a crowd of mountains which bound the horizon in front of us, and in such a blaze of fiery light that earth and sky in his neighbourhood have hues all too glorious to look upon. Standing out in advance, on the edge of this sea of molten gold, is a solitary rock, which goes by the name of Golden Island, and serves as the pedestal of a tall pagoda.

The night was lovely—a moon nearly full—the banks, flat and treeless at first, became fringed as we proceeded, with mud villages, silent as the grave, and trees standing like spectres over the stream. There we went on through this silvery silence, panting and breathing flame. Through the night watches, when no Chinaman moves,



when the junks cast anchor, we laboured on, cutting ruthlessly and recklessly through the waters of that glancing and startled river, which, until the last few weeks, no stranger keel had ever furrowed."

VISIT TO THE PYRAMIDS.—May 22d, 1860.

"Our row across the river to the chant of the boatman invoking the aid of a sainted Dervish, and our ride through the fertile border of the Nile, covered with crops and palm trees, were very lovely, and after about an hour and a half from Cairo, we emerged into the Desert. The Pyramids seemed there almost within reach of our arms; but, lo! they were in fact some miles distant.

"We kept moving on at a sort of ambling walk, and the first sign of our near approach was the appearance of a crowd of Arabs. We pushed on over the heap of sand and debris, or probably covered-up tombs, which surround the base of the Pyramids, when we suddenly came on the most remarkable object on which my eye ever lighted. Somehow or other I had not thought of the Sphinx till I saw her before me. There she was in all her imposing magnitude, crouched on the margin of the Desert, looking on the fertile valley of the Nile, and her gaze fixed on the East, as if in earnest expectation of the sun rising—but such a gaze! The mystical light and deep shadows cast by the moon gave to it an intensity which I cannot describe. To me it seemed a look earnest, searching, but unsatisfied. For a long time I remained transfixed, endeavouring to read the meaning conveyed by that wonderful eye. I was struck after a while by what seemed a contradiction in the expression of the eye and mouth. There was a singular gentleness and hopefulness in the lines of the mouth which appeared to be in contrast with the anxious eye. Mr. Bowlby\* agreed with me in thinking that the upper part of the face spoke of the intellect striving vainly to solve the mystery (what mystery? the mystery shall we say of God's universe, or of man's destiny?) while the lower indicated a moral conviction that all must be well, and that this truth would in good time be made manifest. We could hardly tear ourselves away from this fascinating spectacle, to draw near to the great Pyramid which stood beside us, its outline sharply traced in the clear atmosphere. We walked round and round it, thinking of the strange men whose ambition to secure immortality for themselves had expressed itself in this giant creation. The enormous blocks of granite brought from, one knows not where, built up, one knows not how—the form selected, solely for the purpose of defying the assaults of time—the contrast between the conception embodied in their construction, and the talk of the frivolous race by whom we were surrounded, all this seen and felt under the influence of the dim moonlight, was very striking and impressive. We spent some time in moving from place to place along the shadow cast by the Pyramid on the sand; and observing the effect produced by bringing the moon sometimes to its apex, and sometimes to other points on its outline. I felt no disposition to exchange for sleep the state of dreamy half-consciousness in which I was wandering about, but at length I lay down on the shingly sand with a block of granite for a pillow, and passed an hour or two sometimes dozing, sometimes wakeful.

When we reached the summit at sunrise we had a horizon all around tinted very much like Turner's early pictures, and becoming brighter and brighter till it melted into day. Behind and on two sides of us was the barren and treeless desert stretching out as far as the eye could reach. Before us the fertile valley of the Nile, and the river meandering through it, and in the distance Cairo, with its mosques and minarets, the highest, the Citadel mosque, standing out boldly on the horizon. It was a fine view, and had a character of its own, but still it does not stand out among my recollections as a spectacle unique and never to be forgotten, as that of the night before does.

I confess that it was with something of fear and trembling that I returned to the Sphinx that morning. I feared that the impressions received the night before might be effaced by the light of day—but it was not so. The lines were fainter and less deeply marked, but I found, or thought I found, the same meaning in them still."

But this elevation of sentiment was not merely one of outward form or expression. Varied, eventful, as was his course,—wrapped up in the intricacies of diplomacy,—entangled in disputes with Canadian factions and Oriental follies, he still kept steadily before him, as steadily as any great philanthropist, or missionary, or reformer that ever lived, those principles of truth and justice and benevolence, to maintain which was his sufficient reward for months and years of long and patient waiting, for storms of obloquy and misunderstanding. Philosophical or religious truth, in the highest sense, he had not the leisure to follow. Yet even here his memoranda, his speeches, we believe his conversation, constantly showed how

open his mind was to receive profound impressions from the most opposite quarters; how firm a hold was laid upon it by any truth or fact which it had touched in his passage through the many strange vicissitudes of life. "If public writers think that they cannot argue with eloquence without showing feeling" (so he spoke at a meeting in Calcutta on the mode in which the Lancashire distress was to be discussed, but how far beyond any such immediate occasion does the wisdom of his words extend!) "then, for God's sake, let them give utterance to their opinions. It would be much better than to deprive us of the spark which concussion with flint may kindle. I would rather myself swallow a whole bushel of chaff than lose the precious grains of truth which may somewhere or other be scattered in it." How exactly the opposite of the vulgar, unreasoning timidity and fastidiousness of the mass of statesmen and teachers and preachers, whose first thought is to suppress all eloquence and enthusiasm from apprehension of its possible accompaniments,—who would willingly throw away whole bushels of truth lest they should accidentally swallow a few grains of chaff. How entirely is the sentiment worthy of those noble treatises which, we have been assured, were his constant companions wherever he travelled, and from which he delighted to read the soul-stirring calls to freedom of inquiry, and resolute faith in truth—the *Prose Works of Milton*.

But it was in practical life that those qualities came forth in their full energy. Politics, statesmanship, government, were to him a profession, a science, of which he discussed the problems as a philosopher or a scholar would discuss the difficulties of astronomy or of philology. It was thus that he would take upon himself the responsibility of great acts, not merely from motives of passing expediency, but as parts of a system, which appeared to him to impose such a general duty upon him. On two memorable occasions his "political courage" (to use the French expression) reached a point of almost heroic magnitude. One was the determination adopted, with hardly any hesitation, to send back the troops to India, although it was the greatest personal sacrifice which he could have made, for, by depriving himself of his military force, he ran the risk of rendering his mission in China almost powerless. The other was the resolve, executed against all his natural tastes and feelings, and with the full anticipation of the obloquy which it would bring down upon him in Europe, of burning the Summer Palace at Peking, as the only means, under the extraordinary difficulties which surrounded him, of impressing the Chinese nation with a sense of the atrocity of the outrages perpetrated against their European prisoners.

"Having, to the best of my judgment, examined the question in all its bearings, I come to the conclusion, that the destruction of Yuen-ming-yaen (the Summer Palace) was the least objectionable of the several courses open to me, unless I could have reconciled it to my sense of duty to suffer the crime which had been committed to pass practically unavenged. I had reason, moreover, to believe that it was an act which was calculated to produce a greater effect in China, and on the Emperor, than persons who look on from a distance may suppose. It was the Emperor's favourite residence, and its destruction could not fail to be a blow to his pride as well as to his feelings. To this place he brought our hapless countrymen, in order that they might undergo their severest tortures within its precincts. There had been found the horses and accoutrements of the troopers seized, the decorations torn from the breast of a gallant French officer, and other effects belonging to the prisoners. As almost all the valuables had been already taken from the palace, the army would go thus, not to pillage, but to mark by a solemn act of retribution, the horror and indignation with which we were inspired by the perpetration of a great crime. The punishment was one which would fall not on the people, who may be comparatively innocent, but on the Emperor, whose direct personal responsibility for the crime committed is established beyond all question."

This statement, which forms the close of an able and elaborate argument, which must be read in the original document\* to be fully appreciated, is perhaps still more forcibly and concisely put in the following private letter:—

"We had only a fortnight to make peace in after the armies obtained the gate of Peking. It was absolutely necessary, before peace was concluded, to mark our sense of the barbarous treatment to which the prisoners had been subjected. The burning of the palace was an expeditious mode of marking our sense of this crime, and therefore consistent with the speedy conclusion of peace. It was appropriate, because the palace was the place at which the first cruelties to the prisoners were perpetrated, under the immediate direction of the Emperor and his advisors. It was humane, because it involved no sacrifice of human life; no great destruction of pro-

\* The lamented *Times* correspondent, who perished in China, amongst the prisoners captured in 1860.—See Lord Elgin's despatch to Lord John Russell, dated October 26, 1860. *Correspondence on the affairs of China, 1859-60*, p. 22.

\* Lord Elgin's despatch to Lord J. Russell, Dated October 25, 1860.—*Correspondence respecting the Affairs in China, 1859-1860*, p. 203.



perty, because the buildings (though styled *Palace*) were low wooden structures of small value, which had been plundered by the French army before the order for the burning was given."

These examples also indicate that though he was cautious to excess when he had time to deliberate (for his logical powers and his command over language tempted him to refine), yet his decision could be as prompt as a soldier's when the occasion demanded it; and if he was satisfied of the correctness of his cause, he would accept the full responsibility of it, in spite of all opposition. His clearness of view, under these circumstances, admitted of no confusion, and his power of expressing what he saw was equal to the clearness with which he saw it. There are men, deeply versed in public affairs, in whom caution almost takes the place of genius, and admits of no other rival quality. Such might to some appear to have been the character of Lord Elgin. But had he been so ruled by this predominant faculty, he would assuredly never have ventured on the organization of Canton by the hazardous but successful appointment of a temporary Chinese governor, nor would he have faced the complicated difficulties that presented themselves in his adventurous voyage of discovery up the Yang-tse-kiang river, nor would he have marched on Peking with that military ardour, which made the French soldiers exclaim, that he ought to have been an "officier de dragons."

These statesman like gifts, however, are not those which fill the largest space in his character to those who knew him best. He possessed in an eminent degree the rare quality—rare in the political world, rarer still perhaps in the religious world—of the strong overruling sense of the justice due from man to man, and from nation to nation.

Wherever he went (and it was his fate that in the four different spheres in which his lot was cast, the same relations were constantly reappearing) it was his fixed determination that the interests of the subject races should be protected from the impatience or violence of his own countrymen,—the emancipated slaves of Jamaica, the French Canadians, the Chinese in their dealings with the European residents, the Indian population in its dealings with the Anglo-Indian conquerors.

That he had no bloodshed on his hands was his pride in Canada. "No human power shall induce me to accept the office of oppressor of the people," was his sincere resolve in China. The order to burn the Imperial Palace at Peking was wrung from him by the severest sense of the necessity of the crisis. When in India, the protection of the Indians was the constant source of solicitude to him. The stern determination with which he carried out the execution of an English soldier for causing the death of a native, was of itself enough to mark his strong sense of what was due from the Viceroy of India to the interests of the conquered race. "His combination of speculative and practical ability," so wrote one with deep experience of his mind, "fitted him more than any man I have ever known, to solve the problem how these subject races are to be governed." It may be that in these acts he merely served to represent the growing humanity and justice of the age. But it is a great boon to mankind when the best tendencies of the age find a congenial soul in which to take root and bear fruit; and such a soul, in every sense, was that of Lord Elgin.

It might almost be said that the sense of responsibility for the classes confided to his charge, especially of those who were comparatively friendless, was to him a kind of religion,—an expression of his sense of the justice and love of God for all His creatures. And it may be remarked how, from this religious sense of the duty devolved upon him, it came to pass that, if there was any subject which more strongly moved his indignation than another, it was the sight, whether in foreign lands or in our own, of Christianity invoked, or of the influence of the teachers of religion brought to bear, against the general claims of justice and humanity on behalf of those who might be regarded, in race, or religion, or opinion, aliens from ourselves.

There is one final tribute which, at least in these pages, may be offered without affectation to his memory. Wherever else he was honoured, and however few were his visits to his native land, yet Scotland at least always delighted to claim him as her own. Always his countrymen were proud to feel that he worthily bore the name most dear to Scottish hearts. Always his unvarying integrity shone to them with the steady light of an unchanging beacon above the stormy discords of the Scottish church and nation. Whenever he returned to his home in Fifeshire, he was welcomed by all, high and low, as their friend and chief. Here at any rate were fully known the industry with which he devoted himself to the small details of local, often trying and troublesome business; the affectionate confidence with which he took counsel of the fidelity and experience of the aged friends and servants of his house; the cheerful contentment with which he was willing to work for their interests and for those of his family, with the same fairness and patience as he would have given to the most exciting events or the

most critical moments of his public career. There his children, young as they were, were made familiar with the union of wisdom and playfulness with which he guided them, and with the simple and self-denying habits of which he gave them so striking an example. By that ancestral home, in the vaults of the Abbey Church of Dunfermline, would have been his natural resting-place. Those vaults had but two years ago been opened to receive the remains of another of the same house, his brother, General Bruce, whose lamented death—also in the service of his Queen and country—followed immediately on his return from the journey in which he had accompanied the Prince of Wales to the East, and in which he had caught the fatal malady that brought him to his untimely end. "You have lost a kind and good uncle, and a kind and good god-father,"—so Lord Elgin wrote to his little boy, who bore the same name as the General,—“and you are now the only Robert Bruce in the family. It is a good name, and you must try and bear it nobly and bravely as those who have borne it before you have done. If you look at their lives you will see that they always considered in the first place what they ought to do, and only in the second what it might be most pleasant and agreeable to do. This is the way to steer a straight course through life, and to meet the close of it, as your dear uncle did, with a smile on his lips.” By few could General Bruce's loss have been felt more than by Lord Elgin himself. "No two brothers," he used to say, "were ever more helpful to each other." The telegram that brought the tidings to him at Calcutta was but one word. "And yet," he said, "how much in that one word! It tells me that I have lost a wise counsellor in difficulties, a staunch friend in prosperity and adversity, one on whom, if anything had befallen myself, I could always have relied to care for those left behind me. It tells, too, of the dropping of a link of that family chain which has always been so strong and unbroken." How little was it foreseen then, that of that strong unbroken chain, his own life would be the next link to be taken away. How little was it thought by those who stood round the vault at Dunfermline Abbey, on the 2nd of July 1862, that to those familiar scenes, and to that hallowed spot, the chief of the race would never return. How mournfully did the tidings from India reach a third brother in the yet further East, who felt that to him was due in great part whatever success he had experienced in life, even from the time when, during the elder brother's Eton holidays, he had enjoyed the benefit of his tuition, and who was indulging in dreams how, in their joint return from exile, with their varied experience of the East, they might have worked together for some great and useful end.

He sleeps far away from his native land, on the heights of Dhurmsala; a fitting grave, let us rejoice to think, for the Viceroy of India, overlooking from its lofty height the vast expanse of the hill and plain of these mighty provinces,—a fitting burial, may we not say, beneath the snow-clad Himalaya range, for one who dwelt with such serene satisfaction on all that was grand and beautiful in man and nature—

"Pondering God's mysteries untold,  
And tranquil as the glacier snows,  
He by those Indian mountains old,  
Might well repose."

A last home, may we not say, of which the very name, with its double signification, was worthy of the spirit which there passed away—"the Hall of Justice, the Place of Rest." Rest, indeed, to him after his long "laborious days," in that presence which to him was the only complete Rest—the presence of Eternal Justice.

## II. Papers on Practical Teaching.

### 1. MY FIRST SCHOOL EXPERIENCE.

I can never forget the history of my first winter school. I was too young for such a task,—a rude college boy, with no experience, and scarcely a qualification for my place. It is now nearly thirty years since that woful winter; but the sleepless nights, the homesick days, the constant pressure of a man's duties on the shoulders of a boy, will never leave my memory. They told me I was doing finely, but I knew better. My heart was at home, and not in my school. I am almost ashamed to confess how closely I watched the mails, hoping—alas, too often in vain—for a letter from my mother or some of the dear ones at home. Had they known my doleful condition, they surely would have written; but I had too much pride to tell them all. Oh, what great saucy boys those school boys were! They could have pitched me out of the window at any time, and I really feared they would do it, and wondered why they didn't.

I feel, to this day, a tender fraternal pity for young school-masters and school-ma'ams. They appear to me a sad and careworn race. Too much is expected of them. Solid trustees look for great sobriety, discretion, prudence, and wisdom, in a boy of seventeen

years, because, forsooth, he is a school-master; and come down upon the poor fellow without mercy, if, in some unconscious moment, he happens to act like a boy of seventeen years, that is, like himself.

I shall never forget the first visit of one of the school trustees. He raps at the door. Hark! That is no boy's nor girl's rap—too bold—too loud—too deliberate for that. Hush, boys! Hush, girls! Something is coming to pass! I open the door! Oh, length, and breadth, and quantity! It is verily he; the august being enters.—What happened the next five minutes I could never recall. I presume I offered to my visitor the chair. I only know that, when I recovered my self-possession, I was startled and horrified at the fearful disorder that reigned in my school-room. Every pupil seemed to be breaking every rule. What could it mean? Pencils dropped, slates rattled, boots grated harshly over the floor,—which, by the way, seemed, just then, to be sadly in need of sweeping—and everything seemed to conspire to ruin me, as a teacher, completely. I was utterly confounded. I felt it a duty which I owed to myself to declare to my visitor that things had never been in such a state before.

At this point, what seemed a happy thought occurred to my mind. I would call out my first class in arithmetic, a splendid class, and with it make such a diversion in my favour as to retrieve every disaster and rescue my waning reputation. The class came promptly down the aisle. But how provokingly noisy! My cheeks began to burn; but I started off with considerable confidence. The first answer, alas, was a sad blunder. I began to feel confused. My questions, I know, were wretchedly put, but they were more wretchedly answered. Hoping to find relief in change, I invited my visitor to put questions himself. He consented, and asked the class to tell him the difference between a half-inch and a half-mile. In due time the answers were called for, but, oh, horrors! what answers! They ranged all the way from ten rods to ten miles! My disaster was now complete. My best pupils had conspired to ruin me!

Mr. W., my august visitor, rose to leave me. He took me by the hand, spoke a few kind words of encouragement and advice, and left the school-room; about half my pupils, mindful of the custom of those days, rising to their feet, but in such an irregular, noisy way, that I heartily wished they had all kept their seats.

And here I will confess an act of meanness, on my part, which I shall repent of as long as I live. When my visitor had left me, I was not only confused but angry. I felt that I had given my pupils no occasion to wound my feelings so wantonly as they had done, in the presence of Mr. W. I assured them that I would now bear with them no longer. Such a disgraceful scene should not recur, while I was master of that school.

Just then a little fellow, a beautiful boy, sitting directly before me, let drop a slate, which rattled along the floor with that stunning noise which nothing but a slate can make. I lost my self-control. I seized my ferule. The poor little fellow shuddered before me; tears trickled down his fair, tender cheek, and his fine lips quivered as he faintly stammered, "I didn't mean to do it, Sir." "Didn't mean to do it," said I, tauntingly, and inflicted on his tender hand several cruel blows. Yet I do not think the boy was badly whipped—for conscience seemed to hold back my arm.

The little fellow, however, sobbed and sobbed, as if his heart would break. Even when school was done, still concealing his tears with his sleeve, he walked hastily past my desk. How I longed to put my arm about him and tell him that I was sorry. But I could not do it; I was a school-master, and my dignity must not be compromised. I returned gloomily to my boarding-place, overwhelmed with a sense of meanness and self-reproach. My mortification and chagrin at the unfortunate visit of the trustee had all passed away. I thought only of my own meanness. That evening I received two letters couched in terms of affection and respect, one from home, and one from college. "Darling boy," "noble fellow," I was disgusted with such fulsome flattery. What could my mother and my class-mate mean in applying such terms of fondness to one so heartless as I? Still, they were sincere, but they did not know me. I half resolved never to see again either college or home. I paced my room till late at night, and went to bed with a distracting headache. Towards morning I snatched a little sleep, only to be startled out of it by a fearful dream. I saw a man of rough, repulsive look, rudely holding a beautiful child, as if about to inflict upon him some cruel torture. The fearful scene produced in my heart the most painful excitement and indignation, when, in a piercing, tender voice, the child shrieked out, "Oh, spare me, Hubert." I was startled from my sleep by the cry. I was that Hubert. I could sleep no more. The consciousness of having inflicted pain upon an innocent child would not let me close my eyes. I frankly confess that for a moment I forgot that I was a school-master, and became a boy; and, as a boy, I brushed away a few childish tears.

Pardon my weakness, gentle reader, I was, among strangers in a strange land, and bearing a burden too heavy for my years.

This affair, however, was not without its good results. I know I have been a better man ever since; that is, better towards little boys. I feel a kind of tenderness for them allied to pity. I do not think they are used quite fairly in this rude world. When they are about five years old, we cut off their beautiful ringlets, lay aside their graceful frocks, and bright morocco shoes, and pretty, jaunty hats, and array them in a grey woollen jacket, and pants, and clumsy boots, and turn them adrift among the rude, big boys. Of course they do not look as fair as they did before, but the fault is not theirs, and they have in them the same tender heart of childhood. Now, why should we be so rough with them? Why give all the kisses and candy to the girls, and all the kicks and cuffs to the little boys? Only yesterday I met one of these fine little fellows, his head all begrimed with dust, crying bitterly. He had just been pitched, head foremost, over a big boy's head, into the gutter. Of course it was all right; for it was only a little sun-burnt boy. But what would have been said, and done, too, had the victim been somebody's fair little girl, of the same age, and decked out with silks and ribbons? The House of Correction would be almost too good for the rude, big boy to live in.

Now, fellow teachers, both ladies and gentlemen, let me plead with you for little boys.

Don't whip them any harder because they look rough and sun-burnt. Don't whip them because you are angry and fretful yourself. Don't whip them when the large boys deserve a whipping more. If you have any "goodies," don't be partial to the girls, but let the little boys have their share. Don't, by your stern and crusty treatment of them, make them bad boys, but by kindness keep their hearts open, and tender, and gentle.

But notwithstanding the unfortunate affair which I have just noticed, the visit of Mr. W. was, in one respect, at least, of great benefit to me, as a teacher. The astounding failure of my first class in arithmetic so surprised me that I deemed it worthy of a full investigation. On the next day the members of this class were subjected to a searching ordeal. I was determined to learn why they could solve the most complicated problem of their text-book, but could not answer the simplest extemporaneous question. The explanation of the difficulty was soon found. The pupils honestly believed that they had solved their problems, but they had not. One had been aided by his father at home, another by a brother, sister, or friend. One had gone through the book in some previous winter, and recollected how the master had solved these problems, while still another had a manuscript key; and, in general, if, by any of these means, any member of the class had had the good fortune to fall upon a solution, it was kindly sent by telegraph through the whole class. There had been almost no self-reliance. The rote system had prevailed, and the pupils comprehended scarcely a single principle. I began the arithmetic anew. The members of the class felt somewhat humbled and chagrined at this, but they saw that I was in earnest, and submitted. I extemporised, to a great extent, my examples, and demanded the rationale. I laid the foundations firmly in reason. Soon an unwonted interest sprang up in the class. New light was breaking in. There is always a peculiar pleasure, to the young mind, in really understanding a thing. The class made rapid progress. What they had before learned by rote, I confess, was not useless to them. They had by it acquired a facility in manipulation; but this was almost all.

On examination day I was not ashamed of my first class in arithmetic. They knew what they could do and did it.

But, before referring further to my examination, I must mention an unfortunate affair, in course of which I was arraigned before a justice of peace, for expelling a boy from school.

Many of my pupils, both boys and girls, were wont to "stay at noon." They doubtless had some jolly times together, but, I think, gave no just occasion for some very bitter remarks of Miss B., a maiden lady, who lived and circulated, as a seamstress, in the families of my district. I would hardly notice such gossip now, but then it wounded me most painfully. Every spiteful censure of my pupils seemed aimed directly at me, and went like a barbed arrow to my heart. Still, while I hated Miss B., I determined to show to the good people that I kept a vigilant eye upon the conduct of my pupils. One day I discovered a note lying upon the desk of a boy of the name of Fox, and addressed to "Miss Crow." I opened it, and read as follows:

"MY DEAR MISS CROW,—I cannot express how much I admire and love you. Beautiful creature, how happy should I be to meet you and speak to you face to face. Say, dear Miss C., will you meet me this evening at the great oak tree at the edge of the woods.

Your's truly,  
Fox."

This note, I confess, perplexed me. I showed it to a friend, who most injudiciously allowed Miss B. to read it. She saw its meaning in a moment. "Miss Crow" was a Miss Crowell, one of the most worthy and most beautiful girls in my school. "Miss Crowell," said Miss B., "is a brunette, with jet black hair, and I think

I have sometimes heard her called Miss Crow. What an outrage to address such a note to such a girl!" No words of denunciation of the school and its teacher seemed too severe. I feared Miss B. had found the true interpretation of the note. The neighbourhood was aroused. My best friends advised me to expel the Fox boy from the school. At length I yielded to the pressure. Mr. Fox, the father of the boy, believed, of course, in the innocence of his son. He was very indignant at my treatment of him, and determined to seek redress. I was brought before a justice of the peace.

Of my trial, suffice it to say that my case proved a bad one. Mr. Fox brought forward, as a witness a boy who presented a book of fables, belonging to his father, in which was found the very note signed "Fox." It was a mere fable about "The fox and the crow." It was designed to show the danger of flattery and the character of the flatterer, and had no reference to the Fox boy or the Crowell girl. It had been, for no special purpose, copied out by a little brother of the witness, who threw it, for a joke, upon the desk of the Fox boy, and was too cowardly to tell the truth when he saw the mischief he had done.

The magistrate evidently sympathized with me. He required me to pay but little more than the costs of court, and gave me some sound advice about punishing without sufficient evidence.

And here judge of my surprise, when Mr. W., my trustee, and late august visitor, arose and claimed the privilege of paying, in my stead, all the costs of my trial. He remarked that he had observed my course and had visited my school, and was persuaded that, while I exhibited too much sensitiveness and self-distrust, I possessed ability, scholarship, fidelity, and aptness to teach, and should, therefore, be sustained. He took me by the hand, assured me that matters would yet all turn out well, and invited me to take tea at his house on my way home. At tea, Mr. W. incidentally made the (to me) astounding remark, that on his visit to my school he was gratified, and saw no occasion for my apology for the unusual noise and confusion.

That night I returned to my boarding place with a light heart. Before going to bed, I wrote in my diary, (for I kept a diary in those sentimental days), the following reflections concerning teachers:—

"Don't treat school trustees as your natural enemies."

"Don't believe you are judged, as a teacher, by the accidents of your school-room, but by what you are and what you do."

"Don't make apologies; sensible men use their own eyes."

"Don't be influenced by external pressure to act unjustly."

"Don't punish a boy till you know his motives are bad."

My "lawsuit," to my surprise, seemed to inure to my benefit. The generous course of Mr. W., or my own spirit and bearing at the trial, or some unexplained cause, gained for me the sympathy of the people of the district. In truth, I suspect that the mortification they felt at the result of the affair of the Fox boy, in which they had almost compelled me to take the course I had taken, served to make them more inclined to favour me during the rest of the term.

They were much like the people of some other places, greatly inclined to be severe upon the conduct of the school in general, but very feeble in support of a teacher who might undertake to correct the evil complained of by punishing any particular offender. The unfortunate experience of my immediate predecessor afforded a fine illustration of this characteristic of the people about my school.

His pupils, like mine, were wont to stay at noon; and precisely the same reports were circulated of their disorderly and improper conduct. My predecessor was a somewhat rash as well as sensitive man, and was excessively anxious to show to the community that he was sufficiently prompt and vigilant in correcting an evil which all so much deplored. Detecting a marked example of improper behaviour in one of the girls, he expelled her from the school. He expected to be complimented for his prompt and efficient action; but he counted without his host. The whole community was aroused against him. His mistake was, that he had taken as an example an actual, live, concrete child of somebody in particular. He should have expelled the abstract daughter of somebody in general; and this was all that the good people ever really expected or desired. But this actual severity of punishment they could not endure. "Why," said they all, "seize upon this one poor girl? Why degrade her for life? Why disgrace her family? Why outrage the feelings of the community? Children must be children, and a childish gambol should not be punished as a crime."

So talked the good people. In vain did my unfortunate predecessor retort that the very persons who condemned him, had, by their censoriousness, compelled him to take the very course he had taken. His error was fatal. He had taken an actual case. He had unfeelingly and brutally wounded and ruined the daughter of an actual living voter. He quitted the school in the middle of the term, and never since has been seen or heard of in the town.

And here I find recorded in my diary the following sage and laconic remark: "Gossips are poor backers."

But let me return to my examination at the close of the school. I really believed that my school appeared well. The class in arithmetic, in particular, gained me great credit, and was pronounced the best class in town. I was, I confess, exceedingly gratified at the speeches made by the visiting committee, but experience has taught me that the speakers on such occasions hardly mean all they say. But I was young then, and I felt prodigiously flattered.

That evening I turned the key of the door of the school-house Number 3, with an inexpressible feeling of relief and pride. I took tea at Mr. W.'s, walked back to my boarding-place with an air somewhat more pompous than I should dare to assume now, and made in my diary an entry which shows so much self-conceit, that, though it contains a germ of truth, I am half ashamed of it. It refers to my success in teaching arithmetic, and reads as follows: "Many teachers, I suspect, never find out that their pupils don't really know anything."

And thus ended the most anxious and perplexing experience of my life.

The next morning, leaving behind as a present to the fine little fellow whose unjust punishment I shall always be sorry for, a pretty story book, in red and gold, I turned my steps towards college and home.

And now, let me say, in closing, that, though the lapse of years has doubtless corrected much of my sensitiveness in feeling as well as imprudence in action, yet I have never been ashamed of my career in the school; nor shall time nor change ever efface from my heart a tender sympathy for the griefs of little boys. —JERRY GOODFELLOW, in *Massachusetts Teacher*.

## 2. INCIDENTS OF SCHOOL MANAGEMENT.

Not long since some teachers returning from a State Teachers' Association were detained a part of the night at a village tavern, waiting for a train. Two were from the city, of mature age and experience; others from rural districts. The conversation naturally turned upon practical school-teaching. The elders chatted on, more to keep themselves awake than because they considered their remarks of any real consequence. "I have attended several associations of teachers," at length replied one of the younger, "for which I have spent some time and money, but have learned here to-night more of what I *really wished to know* than from them all." "The philosophy of education has been written threadbare, and the minute details of the school appear too puerile for an educational journal," said one teacher to another. "You are mistaken, sir," was the reply; "the more minute the better."

These incidents suggest the inquiry whether, in our anxiety to inculcate the correct theory of education, we are valuing too slightly those outward appliances which, after all, must exist in a school which aims at perfection.

A peculiar charm in the writings of Kepler, the great German astronomer, is that, instead of giving conclusions only, as men of science usually do, with the most captivating simplicity he relates all the steps by which he arrived at the discovery of his sublime laws, with all his failures, fears, hopes and successes. A union school may be a small affair compared with the universe; yet, as order reigns in one, so ought it in the other; and to discover the laws by which the forces in the former are controlled may require patience, and labor, as it did to determine the laws of time and motion which govern the planets.

A teacher found himself principal of a union school—four hundred pupils—six grades—six assistants. The house substantial brick, two stories, surmounted by a bell; a hall above and below—one door of egress. He entered upon his duties an entire stranger to assistants and pupils. On the first day, precisely at half-past four, the janitor stood at the rope, and the usual bell was struck for dismissal. As when *Aelus* struck his crooked spear upon the hollow mountain, the doors of each room flew open, and out rushed a crowd of girls and boys, as did the winds upon the mighty deep. The halls were immediately filled; disorder of course followed. "This will not do," said the teacher; and his reflections, as he remained half an hour after school, were as follows: To empty this house twice a day, with system, order, silence, and beauty, will be no small task, and deserves careful consideration. It is not reckoned among the branches taught, but my reputation as a teacher may depend very much upon the manner in which I do it: it will test my administrative ability, and develop character. It must be a great mistake also to suppose that all useful lessons in school should necessarily be intensely intellectual. Anything that gives the habit of self-control, be it of limb, tongue, or impulse, is disciplining, tends to obedience and good citizenship. This, certainly, is one object of education, and of my teaching. Here shall be my first effort.

The next day he went to each room and gave a sensible lecture on order. He talked well; his face was new; all listened with profound attention. I have made a good impression, thought he: shall see a change to-morrow. The next day he was disappointed. The confusion was about the same. After being confined an hour and a half, how could Peter help kicking John as he went down stairs; or Jane help screaming and jumping up and down as soon as she entered the hall! He was not wrong, however, in supposing that he had gained *personal* influence. Whenever an unruly spirit caught his presence, as he stood in the hall, he *thought* of what the principal had said, but not before. The teacher had not yet learned that *actions*, not *words*, make upon children *permanent* impressions. He had talked too much.

A meeting of teachers was immediately called. He pointed out the evil; all admitted it. "I must hold you each responsible for the good order of your rooms at dismissal," he continued. "In case of disobedience, refer to me." The next day there was not so much tumult, but the order did not meet his expectations. The machine worked as though the screws were loose. The wheels wobbled. He found that different teachers had very different ideas of what order was. From some rooms the pupils came out talking, from others silent; from some running, from others on tiptoe. After school he thought "I have committed an error. There must be unity of action. If I am placed at the head of this school, I must assume that position to its full extent. While my assistants should work out their own individuality, by making certain regulations for their own rooms, a few general rules must emanate from me alone. There must be a strong central power. The pernicious doctrine of state rights will prove as disastrous to my school as it has to the Union."

The next day there came from the principal this distinct and ringing order: "Teachers in the several departments will observe the following regulations at dismissal strictly:—1. Pupils will leave the rooms and the hall without talking; 2. without touching heels to the floor; 3. at least six feet apart. Make your own arrangement in regard to what sections in your rooms shall go first, but have *uniformity* daily." A great advance was made this time. There was a *positiveness* here, wanting in all former action; but still new difficulties presented themselves. As the files poured from the different doors, current met current, as waves dash around broken rocks, and, as one jostled another, ejaculations of petulance or of fun burst forth, till the hum as of many waters again filled the hall. The principal again set his brain at work. Massing of forces may do well for Grant or Lee, thought he, but not for me. School-strategy evidently consists in dispersion.

The janitor was again placed at the bell, and ordered to strike as follows: At six strokes the 6th grade was to file out; at five, the 5th, and so on. Interval between bells three minutes. This worked admirably. The little ones were in the middle of the town before the larger ones left the house, and but one single file was in the hall at the same time. Still the thing was not perfect. Children are as gregarious as sheep and ducks. Knots would cluster in the halls, and squads gather around the doors. Each girl had to tell the other something; boys would form platoons, and see who could get the door first. One thing was wanting in the whole plan thus far. *There was no penalty for violated law.* Laws without penalties are useless. On the subject of penalties he reasoned thus: with children a slight one, *invariably* enforced, will produce about the same effect as a severe one. Here, however, was a difficulty. He could not be omnipresent; how could he detect the guilty? To depend upon inquiries was impracticable; upon self-reporting, dangerous; upon watching, impossible. I will resort to delegated power, thought he; it will not destroy the unity of action which I seek, if I keep the reins in my own hands.

The next day he called to his room three reliable boys from each grade. Positions were designated them in the hall, and at the outside door. Each boy of his respective grade was required to send back to their own rooms all violators of the three rules above mentioned. Penalty, detention at the discretion of teacher, not exceeding fifteen minutes. If any refused to return, they were sent next day to the principal's room. Only one more improvement was made. As boys always wish to run faster, and sometimes run over girls on returning from school, they were dismissed first in each grade. The machine was now complete. The school appeared to dismiss itself. A department glided out so silently that the others knew not when it was gone. The six clothed with delegated authority were called Marshalls of the Hall; were selected weekly for meritorious conduct: they had some special privileges, always went out first. The position was considered one of honor, and a paper star indicated their rank. The dismissal of that school soon became the admiration of the town. People visited it expecting to see some grand exhibition of power; but, to their surprise, they generally found the principal at that hour quietly seated at his desk, making out records, or seemingly doing nothing at all. Little did they know

the brain-work and solicitude that this very thing had cost him. The good influence of this discipline seemed to extend beyond the school-precincts, and to reform street-manners. The causes attributed for these results were various. The children were naturally good; the principal was a natural teacher; the pupils greatly loved and feared him—while the truth was, the moral status of the young there was about the same as in other towns; the teacher had no peculiar aptitude to govern; and the feeling extended towards him seldom exceeded that of sincere respect.

Three lessons can perhaps be derived from this plain article. 1. That successful school management is not generally the result of intuition, but of careful thought, out of the school-room as well as in it. 2. That there is a deep philosophy in studying the minutiae of the school-room, if rightly pursued, not unworthy the attention of all. 3. A good practical method presented for dismissing a large school.—J. G. M., in *Illinois Teacher*.

### III Papers on Botany.

#### 1. THE STUDY OF PLANTS AND FLOWERS.

Plants and flowers are wonderful quickeners of some of the most healthy emotions and genial traits of the human character. They are educators in no unimportant degree. Certain elements of character are developed by a familiarity with them, as naturally as the flowers themselves unfold and develop under the influence of sunshine, dew, and rain. What a pity, then, that so few children, comparatively speaking, should be real sharers in the delight and improvement which they furnish. Not only do these sources of happiness and of culture come unasked for, but Nature, in her kindness, seems even to come more than half way to tender us an infinite variety of her objects of beauty, and her emblems of innocence and virtue. No object gives such a sparkle of animation and delight to the eyes of children as flowers. Not even the pet kitten can call forth such exclamations of joy as are heard when children are let out into the blossom-covered fields in spring time. Is it not, then, passing strange that this natural fondness for flowers among children, instead of being encouraged and cultivated, is so often neglected and abused. We often wish it were in our power, or in the power of any human pen, to make parents and friends of children realize, in some degree, the stupendous scale on which the means of culture and development of character are daily wasted in neglecting the study of the works of nature.

Much time and money have been expended in the study of botany to little or no purpose. The study has been too much theoretical. The science of plants is certainly very interesting and attractive to minds of sufficient maturity and culture to comprehend and appreciate it. But young children need facts before reasoning and theory. They do not relish abstractions. The principles of classification and the technical examination of plants and flowers are more suitable for older minds.

We were once present at the public examination of a popular Female Seminary, when a class, just ready for graduation, had an exercise in Botany. The readiness with which the young ladies recited the barren technicalities of the science, would excite the envy of a parrot. They talked fluently of "systematic botany;" and of "structural botany;" of "morphology," and other "ologies;" of "andrias" with prefixes innumerable, and "gynias" set off in like manner. They gave the analysis and botanical names of several plants, and yet there was not a plant nor a flower in the room! Now those young ladies recited just as they had been taught. They had no useful knowledge of the vegetable world and its myriad beauties, which are best understood when approached with the simplicity of a child, and by methods which common sense itself is sufficient to suggest. They were utterly unable to bear questioning outside of the technical routine of the text-book,—and could not point out, in plain language and with precision, the obvious characteristics of the most common plants which daily meet the eye. But, we humbly submit, it was not wholly their fault. We could not help anticipating a few years, when those fair aspirants for the laurels of the Institution would find out how barren and unsatisfactory would appear their knowledge of botany. When young ladies, who have studied the science in such a manner, become mothers and nurses, they can never be satisfied with such misnamed accomplishments. The simple power, exercised with tact, to call the attention of children to flowers and plants, to make them admire them, and to foster in them habits of observation and enquiry, is not a showy accomplishment, but it is a power of infinitely more value than all the attainments in botany with which so many of our young ladies "graduate" at some of the so-called "first institutions of the country," where books and not flowers are studied.

The question is often asked, if botany cannot be studied in schools of the primary grade. Most certainly it can, if text-books are en-



tirely discarded. A few minutes of conversation every day with the children about flowers, a walk with them into the fields at recess or after school, or a visit to a flower garden, will awaken in them a wonderful interest, and serve to lead them gradually to a very fair knowledge of the vegetable kingdom. The child of eight or ten years, who learns the name of a new flower every week, and who can talk about it as he would talk about a pair of skates or a new bonnet, is making very good proficiency. In a few years a knowledge of the subject will thus be obtained, that will qualify the pupil to learn from text-books those higher principles of the science which cannot be comprehended nor appreciated at an earlier age.

Now, fellow teacher, we beg of you to omit no opportunity to interest children in flowers. It will not interfere with other studies. It will give the little enquirers great delight, and will animate them in all their work. Let it be an object lesson indeed, and you will soon see most pleasing fruits of your labours. Perhaps you do not understand botany; do not feel qualified to teach it. Then begin with your children. The probabilities are that you can keep up with them in a familiar and practical study of plants and flowers. — S., in *Massachusetts Teacher*.

## 2. PLANT TREES NEAR SCHOOL HOUSES.

It has been well said that "the man who plants a tree near a school house little knows what he is conferring on the coming youth."

## IV. Papers on Scientific Subjects.

### 1. IMPORTANT TO PARENTS AND TEACHERS.

We respectfully but very earnestly call the attention of our readers to the statements below. It will be seen that it is proved by a very extensive collection of facts, that children learn more when they study three hours a day than they do when they study six. We have long been convinced of this from our own experience and observation, and we believe that no more momentous truth can be disseminated among the community.

When a child comes in fresh from his play, with the blood bounding through his veins, his brain is full of life and vigour, his ideas are all clear, and he can learn more in fifteen minutes than he can in two hours after his brain is fatigued, and his whole system has become languid by confinement at his desk.

From pretty extensive enquiry we are satisfied that the present murderous system of long confinement in school is continued by a want of frankness between parents and teachers. Nearly all the parents are opposed to the practice, but it is kept up by the teachers under the mistaken idea that they will give dissatisfaction by reducing the hours of their own labour.

Not only should the gross amount of study be greatly diminished, but recesses should be more frequent. Thirty minutes is quite long enough for any young child to study, and one hour for a child of any age. The human brain is not like a steam engine that the longer you run it the more work you get out of it. What the brain can do depends wholly upon its condition. Any person can accomplish more mental labour in one hour, when the brain is in a healthy and active state, than he can perform in a month when the brain is tired and exhausted.

Among the parliamentary papers recently issued in England, are two small volumes containing some information collected by Mr. Edwin Chadwick during the recent education enquiry. Mr. Chadwick shows, in these papers, that the present practice of long hours of teaching is a wide cause of enervation and predisposition to disease, and induces also habits of listlessness and dawdling. The half time system is found to give nearly, if not quite, as good education as the whole time; and common sense tells us that a boy who has acquired the same amount of knowledge in half the time of another boy, must have obtained a proportionately superior habit of mental activity. It is this alertness, combined with the bodily aptitudes created by drill, that gives the comparatively stunted boys of the town a preference over the strong, robust lads from the coast. Good school masters say that about three hours a day are as long as a bright, voluntary attention on the part of children can be secured, and that in that period they may really be taught as much as they can receive; all beyond the profitable limit is waste. Hence it is urged that part of the present long school hours be devoted to gymnastic exercises or drill, as part of the system of education, or that the half time system be more adopted. It is a frequent complaint by runaway apprentices and vagrant children that the work to which they were first put was really very painful to them; but children, while at school, might be gradually introduced and accustomed to labor and exertion. Early physical training would remove or di-

minish congenital defects or bodily weakness. It is estimated that an addition of at least a fifth might be made to the efficiency and value of a boy as a laborer in after life—an addition equivalent, in the mass, to the produce of the labour of one fifth more of the population, without the expense of additional food, clothes, or shelter to maintain them. Drill is very strongly recommended by many eminent men, who give their testimony in these papers. It improves the health, the carriage, the manners, even the character; sharpens the attention, gives habits of obedience, promptness, regularity, and self-restraint.

Sir F. B. Head writes:—

"No animal, whether on four legs or two, can be of any use in the workshop of a man until he has been sufficiently divested of that portion of his natural inheritance called a 'will of his own.' What's the use of a cow if she won't allow either man or maid to milk her? What's the use of a horse if he won't put his head into a collar, or suffer a saddle on his back? A system of military drill in our schools would prove so beneficial that, if once adopted, an undrilled young man, like a raw, unbroken horse, would be considered unserviceable."

"I should consider a youth of double value," says Mr. Whitworth, "who has had the training of the nature of a drill; he attends to commands, he keeps everything he has to do with in a high state of cleanliness, defects are corrected, and special qualifications brought out."

"We find the drilled men very superior," says Mr. Fairburn. "They are constantly in readiness for the protection of the country," writes Lieutenant-General Shaw Kennedy. "I would not," said an eminent manufacturer, "take less than £7,000 for my whole set of workmen, in exchange for the uneducated, ill-trained, and ill-conditioned workmen of the manufacturer opposite. The steadiness of the educated men induces steadiness of work, and comparative certainty in the quality and quantity of the produce." "Why do you bespeak children from the infant school, in preference to others?" an operative was asked. "Because they require less beating, and they are sooner taught," was the expressive answer. It is maintained in the papers, that much more might be made of the existing means of education by a system of union and consolidation and graduation of schools, and a division of educational labour; and with improvements of this nature, and contemplating the striking results of education in the district half time industrial schools for paupers—schools which are emancipating children from hereditary pauperism and crime by methods of training which might be much more widely adopted—"men like us, past the middle period of life," writes Mr. Chadwick, "might expect to see in a few years a change in the whole moral and intellectual condition of the population, as great as any change produced by improvements in physical science and art in our time."—*Scientific American*.

## V. Papers on Literary Subjects.

### 1. PUBLIC PENSIONS IN ENGLAND.

Two royal messages, one recommending a grant of £20,000 to Sir Rowland Hill in consideration of his services in working out the Penny Postage system, and the other recommending a pension of £1,000 a year to Lady Elgin, the widow of the amiable and useful nobleman who died while labouring for the benefit of India, were received with cheers in both Houses on Monday. That the widow of a man who sacrificed his life for the public good, should receive a testimony of public gratitude, is a proposition which commends itself to the mind of every good citizen; and the justice of making a similar gift to a man who has sacrificed the best years of his life in effecting a great social reform is equally obvious.

On Thursday the formal cession of the Ionian Islands to Greece was completed.—The Greek flag was hoisted at Corfu. The British Commissioner issued a proclamation announcing the fact; and thus ends a guardianship which has been a continued source of annoyance and expense to this country. The King of Greece arrived at Corfu on Monday, and was heartily welcomed.—We are glad to learn that Lady Inglis, widow of the late General Sir John Inglis, the gallant defender of Lucknow, who lost his life from fever caught at Corfu, is to receive a pension of £500 from the Civil List.

Her Majesty, on the recommendation of Lord Palmerston, has been graciously pleased to confer upon Mr. Henry Meadows, the artist, a pension of £80 a year, in consideration of the merit displayed in his "Illustrated Shakespeare" and other well-known works.—Death has just taken from us in the course of nature one whom we could ill spare. Mr. Nassau William Senior, late Master in Chancery, Professor of Political Economy at Oxford, the writer of several entertaining and instructive books of travel, died on Monday, in the seventy-third year of his age.—Admiral Fitzroy's weather prophecies have been tabulated. He issued his warnings



on 36 different days, and 1,561 reports were received as to the actual state and direction of the wind. As regards the force of the wind he was right in 882 instances, and wrong in 679—the wind, in these latter cases not exceeding a pressure of 8. In 456 instances he was wrong, and in 171, only, right with regard to the direction of the wind. We do not hear, however, that he was entirely at fault—that he ever prophesied a gale and there was no gale at any places on the coast. He appears always to have been correct within a certain area.—*London Correspondent of the Hamilton Spectator, 11th June.*

## 2. SIR ROWLAND HILL AND THE PENNY POSTAGE.

In proposing to the House of Commons that a grant of £20,000 be made to Sir Rowland Hill on his retirement, Lord Palmerston stated that in 1863, the period before which his plan came into operation, the number of letters transmitted through the post in the course of the year was 76,000,000, while in 1863 the number transmitted was 642,000,000. In 1838, the amount of money orders at the Post Office was £313,000. In 1863 it was £16,494,400. The gross receipts in 1838 were £2,346,000, while in 1863 they were £38,700,000. The net revenue of the Post Office, as stated by his lordship, was, for the year 1863, £1,793,000 after paying expenses.

## 3. LITERARY PEERS.

Macaulay was the first man elevated to the peerage in England, mainly in honor of his literary eminence; and he had been a member of Parliament, and had occupied administrative office. Besides his having no child had an influence in securing to him the honor. Recently Richard Monckton Milnes, M.P. for Pontefract, and principally known for his poems and his life of Keats, has been created Baron Houghton. The same rank was tendered to him twenty years ago by Lord Melbourne, and declined.—*Illinois Teacher.*

## 4. THE BRITISH MUSEUM.

The annual accounts of the British Museum have been laid before Parliament. The entire expenditure of last year was £95,000 (\$447,500). The total number of articles added to the library in the course of the year, including newspapers, broadsides, engravings, maps, and miscellaneous pieces, was 107,784. Of complete works, 45,020 were purchased, 10,072 acquired by copyright, and 1,129 presented. In the natural history departments above 100,000 specimens have been added in the course of the year, and Prof. Owen reports that the progress of the additions is such as fully to verify the outlay on which the requirements of space have been estimated. The additions include specimens from the African expeditions and the North American boundary expedition, and contributions of great scientific value from the Linnean and Entomological Societies. The department of zoology has been enriched by a donation from Mr. J. Bowring of above 80,000 specimens of coleopterous insects, the largest and most instructive accession to the entomological department ever presented by one individual. Very large additions have been made to the collection of fishes; among them may be mentioned a collection from the Lake of Galilee. The total number of visitors to the reading-room during the year was 107,821—of visitors to the other parts of the Museum, 440,801—in both cases a diminution from the numbers of previous years.

## 5. SPREAD OF THE ENGLISH LANGUAGE.

An English monthly, called the *Nevsky Magazine*, is now published at St. Petersburg; and the English language is much studied and used by the educated classes in Russia. The Czar is quite familiar both with the language and with its current literature, and also with British and American newspapers. A translation of Shakespeare into Bohemian will ere long appear. Probably few are aware that the English is the simplest of all European languages and the easiest to learn to read understandingly. Our spelling is most abominable, though hardly worse than the French; but our etymology and syntax are simple: hence it is easy to learn to read understandingly, but difficult to connect the pronunciation with the words.

## 6. RULES FOR READING.

Read much, but not many works. For what purpose, with what intent do we read? We read not for the sake of reading, but we read to the end that we may think. Reading is valuable only as it may supply the materials which the mind elaborates. As it is not the largest quantity of any kind of food taken into the stomach that conduces to health, but such a quantity of such a kind as can

be best digested; so it is not the greatest complement of any kind of information that improves the mind, but of such a quantity of such a kind as determines the intellect to most vigorous energy.

The only profitable kind of reading is that in which we are compelled to think, and think intensely; whereas that reading which serves only to dissipate and divert our thoughts is either positively hurtful, or useful only as an occasional relaxation from severe exertions. But the amount of vigorous thinking is usually in the inverse ratio of multifarious reading. Multifarious reading is agreeable, but as a habit it is, in its way, as destructive to the mental as dram-drinking to the bodily health.

## VI. Papers on Colonial Subjects.

### 1. JACQUES CARTIER.

BY THE HON. T. D. M'GEE.\*

In the sea-port of St. Malo, 'twas a smiling morn in May,  
When the Commodore Jacques Cartier to the westward sailed away;  
In the crowded old cathedral all the town were on their knees  
For the safe return of kinsmen from undiscovered seas;  
And every autumn blast that swept o'er pinnacle and pier  
Filled many hearts with sorrow, and gentle hearts with fear.

A year passed o'er St. Malo—again came round the day  
When the Commodore Jacques Cartier to the westward sailed away;  
But no tidings from the absent had come the way they went,  
And tearful were the vigils that many a maiden spent;  
And many hearts were filled with gloom, and gentle hearts with fear,  
When no tidings came from Cartier at the closing of the year.

But the earth is as the Future, it hath its hidden side,  
And the Captain of St. Malo was rejoicing in his pride  
In the forests of the North—while his townsmen mourned his loss,  
He was rearing on Mount-Royal the *fleur-de-lis* and cross;  
And when two months were over, and added to the year,  
St. Malo hailed him home again, cheer answering to cheer.

He told them of a region, hard, iron-bound, and cold,  
Nor seas of pearls abounded, nor mines of shining gold;  
Where the wind from Thule freezes the word upon the lip,  
And the ice in spring comes sailing athwart the early ship.  
He told them of the frozen scene until they thrill'd with fear,  
And piled fresh fuel on the hearth to make them better cheer.

But when he chang'd the strain—he told how soon is cast  
In early spring the fetters that hold the waters fast;  
How the winter causeway broken is drifted out to sea,  
And the rills and rivers sing with pride the anthem of the free;  
How the magic wand of summer clad the landscape to the eyes,  
Like the dry bones of the just, when they wake in Paradise.

He told them of the Algonquin braves—the hunters of the wild,  
Of how the Indian mother in the forest rocks her infant child;  
Of how, poor souls, they fancy in every living thing  
A spirit good or evil that claims their worshipping;  
Of how they brought their sick and maimed for him to breathe upon,  
And of the wonders wrought for them through the Gospel of St. John.

He told them of the river; whose mighty current gave  
Its freshness for a hundred leagues to ocean's briny wave.  
He told them of the glorious scene presented to his sight,  
What time he reared the cross and crown on Hochelaga's height,  
And of the fortress cliff that keeps of Canada the key,  
And they welcomed back Jacques Cartier from perils over sea.

### 2. CONFEDERATION OF THE PROVINCES.

The *Toronto Leader* is publishing a series of very excellent articles on the subject of the confederation of British North America. Our space forbids our reproducing them, which we would gladly do were it possible, but our readers will feel interested in the general tables which are given by our contemporary, and upon which his

\* LITERARY HONOURS TO THE HON. MR. M'GEE.—At a meeting of the Royal Irish Academy, held on the 11th of April last, the Hon. Mr. McGee was unanimously elected a M.R.I.A. Next to the Royal Society, the Academy is one of the oldest and most distinguished literary and scientific bodies in the United Kingdom. The proposers of Mr. McGee were the Governor General of Canada, the Very Rev. the President of the Academy, the poets Ferguson and McCarthy, the Rev. Wm. Reeves, D.D., the distinguished hagiologist, and Messrs. Gilbert and Hardinge.

arguments are based. First, as to the population of the Provinces, and the aggregate population of the confederacy, we have the following figures :

Newfoundland .....	125,000
Prince Edward Island .....	80,747
New Brunswick .....	252,047
Nova Scotia .....	330,857
Lower Canada .....	1,110,654
Upper Canada .....	1,395,091
Red River (about).....	10,000

Total ..... 3,804,396

Assuming that the representation in the Lower House of the general Legislature to be based upon population, and an average of one representative to each 25,000 of the population, we should have the following as the representation :

	MEMBERS.
1 Newfoundland .....	5
2 Prince Edward's Island.....	3
3 New Brunswick.....	10
4 Nova Scotia.....	13
5 Lower Canada.....	44
6 Upper Canada.....	55
7 Red River .....	1

Total ..... 131

Then as to the extent of the confederation, the figures given show that British America has a larger area than the neighbouring States north and south combined, and only a very little less than Europe. The figures stand thus :

	SQUARE MILES.
Newfoundland .....	40,200
Prince Edward Island .....	2,174
New Brunswick.....	27,106
Nova Scotia.....	18,600
Canada.....	330,000
Hudson's Bay Territory, N. W.....	2,300,000
British Columbia .....	200,000
Vancouver's Island.....	15,000

Total ..... 2,933,078

Of course in this estimate considerable allowance has to be made for the Hudson's Bay Territory, a very large portion of the north part of which is unfit for settlement. But even excepting this, we have still a territory capable of sustaining a hardy population, quite equal in extent to the Federal States, and large enough to be at all capable of being satisfactorily governed under a united Legislature and executive.

The elements of a great naval power which British America, as a united confederation, would possess are very great indeed. The amount of tonnage owned in the Provinces is set down at 562,498, and the following table shows how rapidly has been the increase in this species of property :

	TONS.
1806.....	71,943
1830.....	176,040
1836.....	274,738
1846.....	399,204
1850.....	446,935
1861.....	552,498

The tonnage owned by the different Provinces respectively is thus set down, although it is quite evident that as to Canada the figures are quite reliable. It is a pity that more attention has not been paid to the important subject of commercial statistics ; and now that Mr. Simpson has taken the Secretaryship of the Bureau of Statistics, it is to be hoped that this reproach will be removed :

	TONS.
Nova Scotia, (1862).....	248,061
New Brunswick, (1861).....	227,718
Newfoundland, (1862). .....	87,030
Prince Edward Island.....	45,000
Canada, (1861) .....	44,365

Total..... 652,174

The commercial marine of British North America, exclusive of British Columbia, is thus found to be second only to that of England, the United States and Russia. The number of vessels, and the tonnage of them, built in 1862, in the Provinces, is set down as follows :

	NO. OF VES.	TONS.
Canada.....	109	29,803
New Brunswick .....	90	48,719

	NO. OF VES.	TONS.
Nova Scotia.....	201	39,383
Newfoundland.....	—	2,786
Prince Edward Island.....	69	9,006
Total.....	461	129,697

These figures are exceedingly interesting, and indicate that British America is destined yet to become a very important naval power. Its extensive fisheries afford good training for seamen, and its enormous coast and admirable harbours give it great naval advantages. The *Leader* very sensibly remarks that, "The commercial marine of British America being, in point of magnitude, the fourth in the world, it is obvious that she possesses one of the principal elements of a great naval power. She has besides an extent of sea coast, unrivalled fisheries, opportunities for commerce, which will cause the marine rapidly to increase. A country so circumstanced is destined to become, sooner or later, a great naval power. England would never have obtained the proud title of mistress of the seas, if she had not possessed in an uncommon degree the elements of a naval power, an enormous commercial marine."

Next we have an article on the commerce of British America, from which we cull the following figures. The imports and exports of all the Provinces, excepting British Columbia, are as follows :

	IMPORTS.	EXPORTS.
Nova Scotia, (1861) .....	\$7,613,227	\$5,774,334
P. E. Island (1860) .....	1,150,270	1,007,170
Newfoundland (1861).....	5,764,285	5,662,755
New Brunswick (1861) .....	6,190,665	4,735,455
Canada (1863).....	45,964,493	41,831,532

Total.....\$66,682,940 \$58,811,246

This is a larger import than had the United States in 1821, whose imports that year amounted to a little over \$62,000,000 ; while the exports of the states during that year were under \$65,000,000 ; a fact which indicates that even thus early the United States were reaping the advantage of the national policy of protection to home industry under which they have so enormously increased and flourished. The intercolonial trade of the provinces has not been great, but a union which would give them a uniform tariff and free interchange of commodities between themselves, would largely increase this. The trade is thus given :—

	IMPORTS.	EXPORTS.
Canada (1863) .....	\$501,713	\$935,696
P. E. Island (1858) .....	398,828	273,848
New Brunswick (1859).....	734,648	281,720
Newfoundland (estimate).....	50,000	50,000
Total.....	\$1,485,189	\$1,541,264

The Commerce of the Provinces requires a large tonnage for its accommodation, nearly double the tonnage engaged in the commercial marine of France which is only 3,288,000, and over twice as great as that engaged in the foreign commerce of the United States twenty years ago. It is as follows :

	Vessels entered.	Tons.	Vessels cleared.	Tons.
New Brunswick, (1861).....	5,518	737,818	5,322	744,008
Newfoundland, (1861) .....	1,287	181,917	1,169	171,080
Nova Scotia, (1861).....	6,323	698,763	6,089	685,552
P. E. Island, (1861).....	1,137	79,080	1,166	87,518
Canada (1863) from sea .....	3,463	1,041,679	2,514	1,071,106
Canada Internal Navigation.....	16,235	3,533,701	15,724	3,368,433
Total.....	30,013	6,285,958	29,994	6,137,811

The revenues of the Provinces, which of course form an important element in considering the question of union, are set down as follows :—

	REVENUE.	PER HEAD.
Nova Scotia .....	(1861) \$843,200	\$2 56
Prince E. Island .....	(1861) 140,030	1 73
Newfoundland .....	(1861) 450,215	3 60
New Brunswick .....	(1861) 727,960	2 88
Canada.....	(1863) 9,760,316	3 89
Total.....	\$11,926,731	\$3 60

And the public debt of the Provinces are stated thus :—

	PUBLIC DEBT.	PER HEAD OF POPULATION.
Nova Scotia.....	(1861) \$5,062,680	\$15 30
Prince E. Island.....	(1861) 286,580	3 55
Newfoundland.....	(1862) 868,212	6 95
New Brunswick.....	(1862) 5,643,045	22 39
Canada.....	60,000,000	23 93
Total.....	\$71,860,517	\$21 74

The debts of New Brunswick and Nova Scotia have principally been incurred in the construction of railways, about \$4,500,000 having been expended in each Province for that object. With the improvements that are now contemplated in railway extension in those Provinces, there is little doubt that the disparity between them and Canada will soon disappear. Prince Edward Island and Newfoundland have small debts; but they have no railway facilities like the other Provinces.

In the prominence which is being given to the commerce and resources of British America, and to the question of the intercolonial union, we have the most valued and important fruits of the coalition formed last June for the settlement of our constitutional difficulties. That discussion must tend to show how really valuable are the resources of British North America, and how strong a bond of common interest they possess. We believe it will tend so greatly to accelerate the question of the union of British America as to remove altogether the necessity of the lesser scheme of a federal union of the Canadas. For clearly if the greater question seems ripe for immediate action, as we have every hope that it will, then would it be the very poorest of statesmanship to disturb our present constitution until the entire Provinces can become united under one central Government, having local legislators for the management of local affairs. Everything augurs well for the prospect of immediate union; and we hope the auguries will not turn out to have been deceptive.—*Peterborough Review*.

### 3. CENTENARY NUMBER OF THE QUEBEC "GAZETTE."

The *Quebec Gazette*, on the 21st inst., attained its hundredth year, being the oldest living paper or publication in Canada; if not on this continent. To commemorate this event in a manner suitable to the occasion, the centenary edition comes out with many new and appropriate additions. An exact copy of the first number of the *Gazette* with the prospectus accompanies the number issued precisely one hundred years afterwards, and a fair opinion can be obtained of the *status* of the press at this early period of Canadian history, by the old copy now before us. A look at it would carry one in imagination one hundred years back—to the times when the American colonies were still loyal to the mother country, and when Canada just merged from French to British rule. A perusal of it conveys the same sensations. The quaint old type and singular advertisements bring to mind all the improvements and changes made in the conduct of a newspaper since then. The British Parliament were just then debating the advisability of imposing the famous Stamp Act on her North American dependencies. An extract from a letter written in Virginia tells of the alarming depredations of Indians; while among the advertisements we see rewards offered for runaway slaves, reminding us that the curse of slavery once polluted the now free air of Canada. In addition to this the *Gazette* is profusely illustrated with correct views of different prominent places in the city as it now stands, and the views reflect great credit on the publishers. The publishers being desirous of affording the newspapers of Canada an opportunity to put on record some account of their history, several papers were requested to send the publishers of the *Gazette* a short sketch of their history, offering to publish the same in the centenary number. Of those sent, the *Gazette* publishes several, the names of which we give: the *Montreal Gazette*, started 1778; *Quebec Mercury*, 1805; *Montreal Herald*, 1811; *Brockville Recorder*, 1820; *Daily British Whig*, 1834; *Perth Courier*, 1834; *Quebec Advertiser*, 1845; *Montreal Witness*, 1845-6; *Hamilton Spectator*, 1846; the *Inquirer*, 1854; *Ottawa Citizen*, 1855. The *Quebec Gazette*, itself, of course, was started June 21st, 1764—we wish it another hundred years' existence.—*Perth Courier*.

## VII. Biographical Sketches.

### No. 39.—W. S. CONGER, Esq., M. P. P.

It is with the deepest regret that we have to announce the death of W. S. Conger, Esq., representative of the County of Peterborough in the Provincial Parliament. Mr. Conger first commenced the active duties of life in business in Cobourg, some thirty-five years ago. Of an active and energetic temperament, and an earnest reformer, he was selected, thus early in life, as the standard bearer of his party in the contest of 1834 and 1835, contesting the Newcastle District, but without success. When the more violent spirits of the reform party succeeded in rousing the people to rebellion, Mr. Conger took up arms in defence of the Crown. With a company which he organized and equipped mainly at his own expense, he proceeded under orders to the frontier, where hostilities were anticipated. After the close of the rebellion, he continued in business in Cobourg until 1842, when he accepted at the hands of his political leader,

the venerated Robert Baldwin, the Office of Sheriff of the United Counties of Peterboro' and Victoria. This office he filled with the greatest satisfaction to the public until 1856, when, a vacancy occurring in the representation of the County, by the acceptance of office by Mr. Langton, the then representative, he was solicited to enter Parliament, and gave up the Sheriffalty for that purpose. He then contested the county with Frederick Ferguson, Esq., and after one of the hardest fought political battles that has ever occurred in Upper Canada since the Union, he was returned by a majority of 298. He sat in Parliament for the two remaining sessions of that Parliament, and in 1857-8 was defeated by Thomas Short, Esquire. In 1861 he again contested the County with Col. Haultain, but again without success, being defeated by a very narrow majority. In the election of 1863 he was chosen by acclamation, his old political opponents joining in the work of placing him again in the Legislature. He succeeded, however, in procuring the appointment of a Committee on his favourite scheme of a Trent Canal. His last official act was the presentation of the report of his Committee, to his earnest desire to complete which he sacrificed in a great degree his chances of recovery. Years ago he conceived the idea of promoting the settlement of the country lying in rear of this county, and while the Hon. Mr. Price was Chief Commissioner of Crown Lands, elaborated a scheme for the purchase by the Counties of the Crown Lands in rear of them at a nominal price—a scheme which, had it been accepted and properly worked out, would have tended greatly to the advantage of the County. Failing in this, he never ceased to urge upon the Government the opening up for settlement of the Townships north of Peterborough and Victoria, and when the vacancy occurred in the representation of the County in 1856, the hope of being able more successfully to effect this object was the ruling motive in inducing him to give up a lucrative office for the trouble and uncertainty of public life. He had the gratification of seeing that object accomplished, and before his death found no less than half a dozen representatives in the Counties Council from the section which, on his entrance into public life eight years ago, was a wilderness unsurveyed and unsettled.

This is the monument Mr. Conger has left behind him to attest to his friends how well he has done his duty in life, and as an evidence to others of what may be accomplished by earnest and persevering effort. The settlement of the Country was the day dream of his existence, and few men have realized more the object of their wishes. This was at once the aim and the extent of the "ambition" which many attribute to him. It was an ambition to have his name in some way connected with the progress of his native Country—nothing more, nothing less. An ambition without one single grain of the alloy of sordid self seeking.—*Peterboro' Review*.

### No. 40.—WILLIAM B. JARVIS, Esq.

The second generation of the old U. E. loyalist families is rapidly passing away from amongst us. There are some still remaining, but the list is not a long one. Yesterday morning one of the best known of the survivors, Mr. ex-Sheriff Jarvis, passed away to his rest. His death was not unexpected. For the past twelve months it has been well known to the very many who missed the familiar form of the "old Sheriff" that he was in declining health. Hopes were plentifully indulged in that he might recover, but it had been decreed to the contrary. About five weeks ago alarming symptoms appeared, since which time he gradually declined, and yesterday morning at half-past six o'clock, expired after severe suffering. The immediate cause of his death was a tumour in the lungs.

The parents of the deceased were U. E. loyalists, who, at the termination of the revolutionary war, left the United States, and settled in Fredericton, the capital of New Brunswick. There Mr. Jarvis was born, on the 4th of May, 1799. He was consequently a little over 65 years of age at the time of his death. His family removed to Toronto in 1809, where they settled, and became possessors of considerable landed property. The deceased was the youngest of three brothers. He was educated by the present Bishop of Toronto, and had for his school-mates many men whose names subsequently became famous in the history of the constitutional struggles waged, until responsible government was gained. When about 16 or 17 years of age he received an appointment as clerk in the office of the then Provincial Secretary, Mr. Duncan Cameron, which situation he retained until he was appointed Sheriff in 1827 for the Home Division. He was several times elected member for Toronto, and was always identified with the Tory party. After the rebellion he resigned his seat in the House in favor of the present Chief Justice of the Queen's Bench, the Hon. Mr. Draper. In 1856 he also resigned the office of Sheriff, and was succeeded therein by his nephew, Mr. F. W. Jarvis. Having lived for many years in comparative political inactivity, he was in 1863 induced to contest North York with the present member, Mr. Wells, but was unsuccessful.

comful. The step was not a wise one, but he took it rather to oblige others than himself.

While in the vigour of his life, Mr. Jarvis was a very active man. He was one of the originators of the agricultural societies, whose operations are so widely extended, and which have done so much good. To his exertions, also, it may be noted, we are mainly indebted for the commencement of the macadamized roads in York and Peel.—*Globe of July 27th.*

## VIII. Miscellaneous.

### 1. OUR COUNTRY AND OUR QUEEN.

In other lands the bright sunbeam  
With richer glow is known ;  
But none however fair they seem,  
Are fairer than our own ;  
And none a monarch can possess,  
As on our throne is seen,  
So then we'll pray to God to bless,  
Our Country and our Queen.

In song let children hail her name,  
For she our love hath won,  
By deeds of more enduring fame  
Than manhood's might hath done.  
And long as language can express,  
What in the heart's unseen,  
We'll pray to God above to bless,  
Our Country and our Queen.

From lordly tower, and princely hall,  
And peasant's lowly home,  
Where'er her gentle sway doth fall  
Her heartfelt praises come.  
Our mountains their delight express,  
Our cliffs and valleys green ;  
And still we pray to God to bless  
Our Country and our Queen.

Though great her glory and renown,  
Theme of her people's prayers,  
May she yet win a nobler crown  
Than that on earth she wears,  
And long may future times confess  
The virtues we have seen ;  
But Lord ! in Thy great love still bless  
Our Country and our Queen.

### 2. THE PRINCESS ALEXANDRA AT CAMBRIDGE.

Here is a pleasant account of the Princess of Wales' recent visit to the University town of Cambridge :

"The conduct of the Princess of Wales at Cambridge won the hearts of all who came in contact with her, or ever looked upon her. 'The true secret,' says an observer, 'lies in the Princess's simplicity of manner, in the openness and unrestrainedness of her enjoyment, in the freedom with which she shows her delight in the enjoyment and festivity of which she is the centre. It is impossible to imagine a more marked contrast than between the Princess and the great ladies of her suite. She seems an impersonation of simplicity, freedom, and capacity for enjoyment, beside their more artificial manners and *grande bearing*. I suppose she would be even open to censure by admirers of what is called aristocratic breeding, for want of restrainedness and repose, and of the power of concealing her pleasure. But there is something inexpressibly delightful in this spontaneousness. It seems to tell of her earlier years, of narrow fortunes, simple habits, small state, and scanty pleasures, and one cannot but wish that it may long survive the influence of English Court etiquette, and the freezing, fettering, soul-subduing influences of English Court life.

"An account is given of an under-graduate who, in the imitation of Raleigh's gallantry to Queen Elizabeth, spread his gown on the pathway for the Princess to walk on. The Princess paused for a moment, as if puzzled and startled by the sudden act of superfluous devotion ; but when one of the suite had whispered a word of explanation, it was charming to see how sedulously she lifted her dress to show the dazzled and rather abashed proprietor of the purple toga of Trinity that she was actually setting her foot on the gown, how her acknowledgements to him at the same time.

### 3. A TRIPLE EPISCOPAL CONSECRATION.

The consecration of the new Bishops of Peterborough, Tasmania, and Niger, which took place on Wednesday, in Canterbury Cathedral, differed externally in no material respect from other ceremonies of the like kind. It was, however, accompanied by circumstances which were deeply suggestive, and by one in particular which marked it as an era in the history of the Anglican Church. One could not but think of the vast distances which were from that day to separate, in three different continents, the three men who knelt before the primate to receive their sacred functions. But the great event—the peculiar feature—which invested the proceedings with the most stirring interest was the presence, in lawn sleeves, of Dr. Crowther, once a poor African slave-boy, but now the brightest ornament of the African Missionary Church, and one of its Bishops. His story is briefly told. When a boy he was sold as a slave, and, packed in the usual herring-like fashion, carried in a ship to America. The ship was afterwards captured by British cruisers, and young Crowther was taken back, and left in charge of the missionaries at Sierra Leone. It was soon seen that he had great abilities. He was carefully educated by his new friends, and eventually became one of their missionary agents. In 1840, he was ordained in England ; since which time he has labored with great success in an extensive sphere of duty in his own country. Being the right man for the right place, the government have justly selected him for the diocese of the Niger, which, no doubt, he will fill with ability commensurate with his former success. If Wilberforce were alive now, how would not his heart rejoice to see the child of slavery thus entrusted by the Church with the highest office she can bestow on one of her members !—*London Review 2 July.*

### 4. I'LL DO IT TO-MORROW.

There were two boys in a school I used to go to when I was young which was about forty years ago. One was remarkable for doing with promptness and perseverance whatever he undertook. The other had the habit of putting off everything he could. "I'll do it to-morrow," was his motto. "I'll do it now," was the motto of the other boy. The boy who loved to put things off had by far the best natural talent, but he was outstripped in the race of life by his neighbour, whose motto was, "I'll do it now." Let that be your motto. Never put off till to-morrow what you can do to-day.

### 5. A CURE FOR SCANDAL.

We commend the following to persons in our community addicted to the improper use of the tongue. If the ingredients can be found in town, it would be well for some of those in our town whose tongues are loose at both ends and work on a pivot, to keep a bottle full on hand :—Take of good nature one ounce ; of an herb called by the Indians "mind-your-own-business," one ounce ; mix with "a-little-charity-for-others" and two or three sprigs of "keep-your-tongue-between-your-teeth ;" simmer them together in a vessel called circumsppection, for a short time, and it will be fit for use. Application—The symptom is a violent itching in the tongue and roof of the mouth, which invariably takes place when you are in company with a species of animals called gossip. When you feel a fit of the disorder coming on, take a teaspoonful of the mixture, hold it in your mouth, which you will keep closely shut till you get home, and you will find a complete cure. Should you apprehend a relapse, keep a small bottle about you, and repeat the dose on the slightest symptom.

## IX. Educational Intelligence.

### CANADA.

—*NOVA-SCHOOL PIC-NIC.*—Friday last was a grand day for the children. The county school pic-nic was held in this town on that day, and was a complete success. Although the heat was oppressive, and the dust anything but agreeable, a large number of schools were represented, some schools coming nearly twenty miles to partake of the day's fun, and there must have been upwards of a thousand children of an older growth who had come to join with their sons and daughters in enjoying themselves. We had intended giving a complete list of the schools present but we found it impossible to obtain the desired information, and we are therefore compelled to mention but a few. Among those in attendance we noticed the following :—Union School, Simcoe ; Oak Grove Union School, Charlotteville ; Townsend Centre ; Union School No. 8, Windham ; No. 11, Charlotteville ; No. 8, Woodhouse ; No. 12, Windham ; Port

Dover, accompanied by the Port Dover brass band; No. 13, Windham; and No. —, Hartford. The children having found their way to the grove luncheon was served and disposed of in a hearty manner, and at the close of this part of the exercise, Col. Wm. M. Wilson, the chairman of the Simcoe Board of Union School Trustees, introduced in a few remarks the Rev. Egerton Ryerson, D.D., the Chief Superintendent of Education. He delivered a clear, practical address to the children, impressing upon their minds the fact that if they would succeed in any undertaking they must be industrious. Idleness was almost certain to bring ruin upon those who indulged it. He also gave them excellent advice as to their moral course, cautioning them against the practice of profanity, and against intoxicating liquors and tobacco. Would that the advice given by the Chief Superintendent might be followed to the very letter. At the conclusion of his remarks, a vote of thanks, on motion of Rev. W. Craigie, seconded by Rev. W. Stephenson, was presented to him, and the children dispersed in various directions through the grove, some to swings, some to racing, and others to find amusement in some other way. In the evening the Chief Superintendent delivered an address to teachers, trustees and parents, in the Union School House. Col. Wilson occupied the chair, and called upon Rev. W. Craigie to lead in prayer. He then introduced the Rev. Dr. Ryerson, whose remarks were well-chosen, to the point, and showed plainly the duty of all in connection with our excellent school system. The reverend gentleman was followed by the Rev. W. Stephenson, who delivered a short address in his usual happy style. A vote of thanks having been tendered to both gentlemen, on motion of Daniel Matthews Esq., the meeting terminated by Rev. J. Memmore pronouncing the benediction.—We cannot close this article without alluding to the arrangements for the procession from the Market Square. Owing to misunderstanding or mismanagement—we have not been able to fix the blame upon any one—the procession was a complete failure. The other arrangements of the committee were very good, although had anything like so large a number been anticipated we have no doubt that more accommodation would have been provided. We make these remarks, not with any desire to find fault, but in the hope that the mistake committed on this occasion will be avoided at any similar demonstration, and we trust that this will not, by any means, be the last opportunity the different schools in the county will have of meeting together for the purpose of spending a day of pleasure.—*Reformer*.

—The Rev. W. E. Cooper, M.A., who has recently resigned the Head Mastership of the St. Catharines County Grammar School, to assume the incumbency of Port Colborne and Marshville on Lake Erie, has been presented with a beautiful case of silver fish-servers, by the pupils of the Grammar School, accompanied by a very affectionate address.

—A RAGGED SCHOOL FOR KINGSTON.—The preliminary steps have been taken for the establishment of a Ragged School in Kingston, which is intended to furnish the means of education to the class of city Arabs and ragged street boys, who are excluded from the Common Schools under the present regulations of the Board of Trustees. The movement is in the nature of a voluntary charitable effort, and although it may fall short of the authority to compel vagrant youths to attend, it is nevertheless calculated to effect much good. It is to be hoped that the establishment of such a school will in great measure restrain neglected boys from their evil propensities, and by furnishing them with instruction calculated to make them useful members of society, so rescue them from the abyss of a criminal career. It is something that the city may congratulate itself upon, that there are benevolent individuals residing within its limits, who, when a social want is distinctly proclaimed, as this one was by the jury of the Recorder's Court, are ready with their funds towards aiding in supplying it.—*Daily News*.

—BISHOP'S COLLEGE, LENNOXVILLE.—The annual meetings of Convocation commenced on the 29th ult. His Excellency the Governor General, with family, arrived there on the 30th, and was presented with an address on the part of the University. The usual procession was formed by the members of Convocation, who proceeded to the hall and took seats, together with the guests of the University. His Excellency took a seat at the right of the Chancellor. The Lord Bishop of Montreal and Metropolitan, and the Lord Bishop of Quebec, occupied seats to the right of the Governor General, while seats were occupied at the left of the Chancellor by the Hon. Mr. Galt and the Hon. Mr. McGee. The business of Convocation was then commenced by conferring the following Degrees:—His Excellency Viscount Monck, Honorary Degree of D.C.L.; Professor Small-

wood, M.D., LL.D., Honorary Degree of D.C.L.; Rev. Edmond Sewell, Quebec, Honorary Degree of M.A.; Rev. Geo. C. Irving, M.A., St. John's College, *ad eundem* degree of M.A.; Mr. B. A. Leach, M.A., McGill College, *ad eundem* degree of M.A.; Mr. Elisha Fessenden, B.A., McGill College, *ad eundem* degree of B.A.; Mr. David R. McCord, B.A., McGill College, *ad eundem* degree of B.A. Mr. Robert Caspar Tambs, who is a Norwegian by birth, was then called forth, and the oath of allegiance administered by the Chancellor, previous to conferring upon him the degree of M.A. The National Anthem was sung on this occasion. The following regular degrees were then conferred:—George B. Baker, M.A.; John Foster, M.A.; James B. Davidson, M.A.; and Thomas L. Ball, M.A. The degree of B.A. was voted to Horace Townsend Lonsdale, but he being absent, it could not be conferred upon him. The matriculating class was then presented, and its members admitted as students of the University, on which occasion they were addressed by the Chancellor. Mr. Tambs then delivered the valedictory address. The Chancellor requested His Excellency to give the prizes in this department. The Dean and Rector, Rev. George C. Irving, was then called upon to make a statement of the progress and prospects of Bishop's College. To strangers, the history of the Junior Department might prove interesting. It was the intention of the founders of the University to have established a school which should act as a feeder to the College. For a long time the school had not more than attained the position of a private school with a few pupils. On the appointment to the position of Rector of the Junior Department of the present Lord Bishop of Quebec, the school progressed until from a school of eight or nine pupils it now numbers over 150—the private school had become an institution of the country. The presence of the late Rector in the person of his Lordship of Quebec, prevented him from dwelling upon the reasons for this rapid progress. As to the present condition of the school, he could say that he had not spoiled the work of the Bishop of Quebec. He then entered upon an elaborate argument in favour of classical education. After speeches from Honorable Messrs. McGee and Galt, the Chancellor turned to the Governor General and said he did not know whether he should ask His Excellency to address the students; but he could say that it would give them extreme pleasure to listen to a few remarks from him. His Excellency then arose amid deafening applause, in which all present joined. He said: My Lords, Mr. Chancellor, Ladies and Gentlemen,—I know of few things calculated to give more satisfaction than the contemplation of scenes that carry us back to school-boy days and college times; to days when academic struggles for distinction gave the first impulse to ambition, and laid the foundation for ultimate success in the severest efforts of the human mind. For the higher in pale honour conferred on me by the heads of the University to-day, I beg to return my best thanks. But there is a consideration connected with the proceedings of this day, and to contemplate this it will be necessary to carry our minds beyond the limit of mere personal experience. The interesting and important ceremonies which have given us so much pleasure to witness to-day, have a part in the object of the foundation of the University, which is modelled after the educational institutions of the old country—institutions which, founded by private benevolence, as yours is, have outlived the changes in the political, ecclesiastical, and religious systems of the country; whose influence upon the eternal polity of the country, together with the commercial prosperity which has made us so rich and powerful, has made England the envy and admiration of the civilized world. The wisdom which has led to the development of this sympathetic bond of union is a happy omen of a prosperous future for your favoured land. The existence of identical systems of education with those of England tend to beget similar habits of thought which will in time strengthen the respect and affection with which the old country is regarded. It is the highest interest of both parties to foster this growing bond of union. Your University is founded on the model of the great English Colleges, and like them by the generosity of private benevolence, for the education of members of a particular creed; but the elasticity of your forms and the freedom of your rules enable you to take in persons of all denominations. With regard to the system you have adopted, I should feel great diffidence in making a suggestion—especially in such a presence—on a subject which has engaged the attention of men of the first ability; but strengthened by the opinions of eminent men of the present and the past, and by the opinions of a commission appointed in England to report on the subject of the classics as the basis of education in the public schools, and who have been during the past three years investigating the subject, I join with your worthy Rector in congratulating you on having adopted the classical



languages as the basis of your system. I would not maintain that in England undue prominence has not been given to the study of the classics; but the abuse of a principle is no argument in favour of its unsoundness. In the intellectual and moral atmosphere there are cross currents which must be allowed for by those who conduct the mental bark, as navigators make allowance for the cross currents in the natural atmosphere. I am not about to enter upon an elaborate review of the principles which should guide education in the abstract; in this presence it would be impertinence to do so; but I may be allowed to offer one or two observations on points which have been overlooked in the discussions on the value of classical education. We constantly hear it said, what is the use of devoting so many years to the study of Latin and Greek, which exercise so little practical influence on the course of our lives? No man who has received a public school and University education can forget what he has learned there, or the part which the classical languages take in modelling what my hon. friend Mr. McGee has very happily termed the conquering English language. Now, I contend that it is impossible thoroughly to understand our own language without a knowledge of the classics; and as to the many quotations and allusions which have crept into our language they are unintelligible without a reference to the authors from which they are taken. It appears to me that this is not the end of all classical education and classical literature. Their object is to discipline the mind of the student to elevate the taste, and to develop critical faculty. The elevation of the taste and the promotion of the critical faculty are commonly attained by familiarizing the youthful mind with the best productions of literature. If these are to be found among the foreign languages, this cannot be done without a knowledge of the languages in which they are written. However much we may be beyond the ancients in the characteristic features of our age, in oratory, in art, and particularly in sculpture, they are still our masters. Although the works were composed two thousand years ago, they are still unsurpassed as examples of mental power and beauty. A knowledge of the classical languages is indispensable to the student, even in the cultivation of literary taste. No man can arise from construing a page of Demosthenes and Cicero, without being elevated by contact with these gigantic minds who were representatives of the Greece and Rome of that day. Young men, I would impress on you the importance of following the excellent advice given you by the gentleman who delivered the valedictory address to-day—not to abandon the study of the classics—the opportunities for the study of which you have so extensively enjoyed here. You cannot tell when it may exercise a practical influence in your career. While I would strongly advise devotion to mental culture, I should be doing injustice to my own convictions were I to neglect to impress upon you the higher importance of that religious culture which you have also received in this University. The fruits of all other victories will pass away, whether won on the battle field, in the forum, or in the senate; they are transitory in value as in duration, and only aptly prefigure the triumphs for which the sacred education you have received has prepared you. May you, then, keep your eyes steadily fixed upon that greatness, the theatre of whose victory shall be a dissolving world, the applause the commendations of the Divine, and the reward the immortal golden crown. His Excellency's speech was received with the most enthusiastic applause, which was continued long after he took his seat.—*Echo*.

### BRITISH AND FOREIGN.

— UNIVERSITY OF CAMBRIDGE.—VISIT OF THE PRINCE AND PRINCESS OF WALES.—The great event of the month has been the royal visit. Their Royal Highness the Prince and Princess of Wales were received with enthusiasm beyond description. At the ceremony of conferring the degree of Doctor of Laws on his Royal Highness, the Public Orator led him before the Chancellor, and introduced him in a short Latin speech, to which his Grace replied to the effect that, by the authority vested in him, he admitted the Prince to the degree of Doctor of Laws, in the name of the Holy Trinity. The Duke of Cambridge having taken his degree in the same manner, the Public Orator delivered a long address in Latin, which contained many points of general interest, and which appealed at each of those points to popular feeling. In particular, the allusions to the Princess of Wales were received with great favour and approval. The Chancellor afterwards admitted to their degrees as Doctors of Laws, Earl Spencer, Lord Alfred Hervey, Lord Harris, and General Knollys. He then presented three prize medals, after which prize poems were recited in English, Latin and Greek. The proceedings having closed, the Prince and Princess, with the Duke of Cambridge, left the hall, and were conveyed to the house of the Vice-Chancellor.

— OXFORD UNIVERSITY.—On the 13th May, in the House of Lords, the Lord Chancellor's Bill for the Endowment of the Regius Professorship of Greek in Oxford, was thrown out in the second reading, by a majority of 80. The main ground on which it was rejected was, that it proposed a dangerous remedy for a mere temporary evil. The general feeling seemed to be that the subject should be postponed till next session.

— UNIVERSITY OF LONDON.—The annual meeting of the University of London, for the purpose of conferring degrees and awarding honours, was held at Burlington House, on the 11th May, Earl Granville, as Chancellor of the University, presiding. In the course of his address, his lordship stated that, whereas in 1857, the total number of candidates for all the examinations of the University had been 439, in 1863 they had been 1020. In 1857, the candidates for matriculation had been 266; in 1863 they had been 485; and, similarly, the candidates for the B.A. degree had increased from 75 to 158—those for the M.B. degree from 43 to 104. At the first examination for the degree of Bachelor of Science, held in this year, there had been 53 candidates.

### X. Scientific Intelligence.

— CELESTIAL PHENOMENON.—Last night those who happened to be out of doors between ten and eleven o'clock had the pleasure of witnessing a peculiar and strikingly beautiful celestial phenomenon. It consisted of a bright arc or belt of light stretching across the heavens from the north-west to the south-east, terminating at both ends very near the horizon. Though presenting a very bright, luminous appearance, its density could not have been very great, as stars of the third and fourth magnitude were plainly discernible through the densest portions of it. Its brightness was not at all regular, sometimes fading almost entirely away and again re-appearing as luminous and as beautiful as before.—*Toronto Globe*, 24th August.

### UNIVERSITY OF VICTORIA COLLEGE.

#### MEDICAL FACULTY.

*Medicine and Medical Pathology*—Hon. John Rolph, LL.D., M.D., M.R.C.S.  
*Midwifery and Diseases of Women and Children*—Walter B. Geikie, M.D.  
*Materia Medica and Therapeutics*—Charles V. Berryman, M.A., M.D., Physician to Toronto General Hospital.  
*Physiology*—John N. Reid, M.D.  
*Chemistry and Botany*—J. Herbert Sangster, M.A., M.D.  
*Surgery and Surgical Pathology*—James Newcombe, M.D., L.R.C.P., London, M.R.C.S., Eng., Physician Toronto General Hospital.  
*General Pathology*—Hon. John Rolph, LL.D., M.D., M.R.C.S., Eng.  
*Anatomy, Descriptive and Surgical*—John Fulton, M.D., L.R.C.P., London, M.R.C.S., Eng.  
*Medical Jurisprudence*—Charles V. Berryman, M.A., M.D.  
*Practical Anatomy*—J. A. Williams, M.D.  
*Curator of the Museum*—S. P. May, M.D.

The Lectures will commence on the 1st day of October, and continue six months. *Graduation*—Spring and Fall, when the Examinations will be in writing and oral.

*Dean of the Faculty*—Hon. John Rolph, 56 Gerrard Street East, Toronto, to whom apply for any further information.  
 Toronto, August 24, 1864. s—up.

### McGILL UNIVERSITY, MONTREAL.

THE CALENDAR for the Educational Year 1864-65 is just published, and affords all necessary information respecting

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 THE FACULTY OF MEDICINE. COLLEGE.  
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W. O. BAYNES, B.A., Sec., Registrar, &c.  
 Sir—jas—pd

July, 1864

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 Education Office, Toronto.

TORONTO: LOVELL AND GIBSON, PRINTERS.

# JOURNAL OF



# EDUCATION,

Upper

Canada.

VOL. XVII.

TORONTO: OCTOBER, 1864.

No. 10.

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## SCOTTISH POPULAR EDUCATION.

### A HISTORICAL SKETCH.

PREVIOUS to the Reformation in 1560, our knowledge regarding common schools in Scotland is scanty, and somewhat uncertain. This only is established, that they were in existence in considerable numbers long before that period. The precise date at which they were first introduced is hid in obscurity. Probably they were coeval with the introduction of Christianity, about the year A.D. 565. Education was a special object of regard to Columba and his followers, who about this time took up their abode on the surf-beaten shore of Iona. Young men flocked to their seminaries from all quarters, even from distant Norway and Sweden. To these was given such a training as was well suited to fit them to become missionary pioneers and heralds of the glad tidings that Columba had come to Scotland to announce. To a mental training, extended, yet minute, was added a physical training, not less necessary, to enable these primitive teachers not only to be self-supporting, but to lead the way in the arts and improvements in civilization. There is nothing new under the sun. Industrial schools, supposed by many to be a feature peculiar to modern educational effort, are found in Scotland coeval with the dawn of history. In one thing the system of St. Columba, otherwise so admirable, is surprisingly deficient. It not only fails to recognise, but positively brands as dangerous, one of the educational agencies that now-a-days is justly held to be among the most powerful and effective. We refer to the elevating and humanising influence exercised by the mothers of a people. Not only was no special provision made for training women to the proper discharge of

their important duties, as holding in their hands the future destinies of nations, but their very presence in the holy isle was guarded against. Cows were not permitted to come within sight of Columba's sacred dwelling, for this very cogent reason, "Where there is a cow there must be a woman, and where there is a woman there must be mischief." These opinions would no doubt become modified among his followers, the Culdees, but to what extent we know not. The curtain of darkness falls upon Scotland, and for five hundred years we can but guess her probable educational condition.

Charlemagne, who became sole King of France in 771, we know, held the principle, by many supposed to be comparatively a modern one, that wherever there was a church there should be a school. The intercourse between France and Scotland was, from the remotest ages, peculiarly close and intimate; in the time of the great ruler, markedly so. The most favoured guests at his table were learned men from Scotland. Scots scholars founded the University of Paris, 791; and thus procured privileges to their own nation which feudal subjects of the French king did not possess. Nor are proofs altogether wanting that Scotsmen, or the scholars of Scotsmen, founded the University of Shaffhausen, as well as several of those in Switzerland, Germany, and Franche Comté.\* Perhaps Charlemagne owed his liberal views on education to his Scottish friends, perhaps not. In either case, it supplies fair presumption that the rule of church and school may have been adopted in our own country. Be that as it may, we find schools in existence in various parts of Scotland at almost the earliest period in our documentary history. In 1124 we find one of the witnesses to a charter of confirmation styling himself "Bertheadh, rector of the schools of Abernethy." "Master of the schools of the city of St. Andrews" appears also in a charter between 1211 and 1216. "Adam, master of the schools of Perth," was, about 1213, one of the judges named by Pope Innocent III. for settling some controversy that had arisen between the monks of Paisley and William, clerk of Sanquhar. There were schools in Perth even earlier than 1213. Robert, bishop of St. Andrews between the years 1152-1159, confirmed to the monks of Dunfermline "the church of Perth and that of Stirling, and the schools." And again, in the period 1163-1172, Bishop Richard grants "to the Church of the Holy Trinity of Dunfermline, the school of Perth and the school of Stirling, and all the schools which

\* See Muller's History of Switzerland, published at Vienna about 1796.

belong to to the said church, free and quit of all claim and exaction for ever." On the same kind of evidence, viz., designations in contemporary charters, we find there were schools in Linlithgow in 1187; Edinburgh, 1124-1153; in Roxburgh, 1147-1162; in Ayr, 1234; in Berwick-upon-Tweed, 1279; in Aberdeen, 1262-3; and at Brechin in 1429.

Now if we look at the nature of the evidence on which the preceding statements are made, incidental references in charters of corresponding dates, we are quite warranted in drawing the inference, that even so early as the twelfth century, that is, several generations before the days of Wallace and Bruce, Scotland occupied no inferior position as an educated and educating nation. There are many probabilities against the preservation of those special charters referring either to school or schoolmaster, or, if Macaulay's New Zealander, moralizing over the ruins of London Bridge, have no other means of estimating our present educational position, but contemporary charters that may then survive, we much fear he will hardly do justice to the philanthropy of 1864.

Of the supervision and internal economy of such schools we know but little. They seem to have been entirely under the control of the church in the hands of the various great monasteries scattered through the country. By the constitutions of the cathedral of Aberdeen, settled in 1266-7, we find "it was of the chancellor's office that he should provide a proper master for the government of the schools of Aberdeen, able to teach the boys both grammar and logic." It was a part of the duty of this "master of the schools at Aberdeen" to see to the due attendance at matins and high mass, on all the greater festivals, of four singing boys, two who carried tapers, and two who bore incense. The chancellor of each diocese exercised entire control over all schools within his bounds. In the end of the fifteenth century, we find the chancellor of Glasgow successfully shewing, that from time immemorial he and his predecessors had had the unquestioned right of instituting and removing the master of the grammar school at Glasgow, and of taking care, rule and oversight of the same, so that without the leave of the chancellor for the time being, it was not lawful for any one to hold a grammar school, or publicly or privately to teach and instruct scholars in grammar. About the same date we find an ordinance of the chapter of Moray, that "a common school shall be erected and built in Elgin, by those who are bound to erect and build the same; and that the chancellor shall appoint and ordain a fit person to rule and govern the same, and to teach those who resort to it, and instruct them in grammar." In Brechin cathedral constitutions it was provided, that the college of choristers, founded in 1429, should have two chaplains, one to teach the "sang school," on the part of the cantor, the other to teach the grammar school on the part of the chancellor. But the rule of this dignity was not quietly submitted to in all parts of the kingdom. In 1418, on the presentation of the provost and community of Aberdeen, a schoolmaster was inducted by the chancellor, who "testifies him to be of good life, of honest conversation, of great literature and science, and a graduate in arts." A little after, in the same fair city of Aberdeen, we find that a master of the grammar school "inquired be the provost whomof, he had the said school—grantit in judgment, that he had the same of the said good town—offerand him reddey to do thame and thair bairnis service and plesour at his power, and renounoit his compulsator of the curt of Rome in all poyntis, except that it suld be lessum to him to persew the techaris of grammer within the burgh." This renunciation of the "compulsator of the curt of Rome" was made a considerable time before the Reformation.

The means by which subordination and obedience were enforced in these early schools, were identical with what has been more or less considered the ultimatum in common schools even to the present time—to wit, the rod. In Reginald's gossiping *Libellus de admirandis Beati Cuthberti virtutibus*, there is one of his miraculous passages which gives us a glimpse of light on this part of our subject. Reginald, the writer, was a monk of Durham in the twelfth century. "There is," says he, "in the foresaid village," (he is speaking of Norham on the Tweed) "a church, founded in ancient times, named in honour of the blessed Cuthbert, in which, by a custom now common enough," (remember, he is writing in the twelfth century) "boys frequently pursued their studies: sometimes drawn by the love of learning and knowledge, and other times, the master being angry, driven by the fear of rods. Whence one of the boys, Haldane by name, rendered cunning by fear, began anxiously and secretly to cogitate with himself, by what manner of means he might escape the blows and pains of the rod for his laziness. At length, therefore, he conceived that, with foolhardy temerity, he would steal the key of the church of the blessed Cuthbert, and no one hindering him, would throw it with all celerity into the river Tweed. So he immediately ran to a place called Padduwell, of infinite depth, which almost seems a sea for its immense profundity, and forthwith hid the key of the church, by throwing it into the

deepest profound. And then he hid himself where neither the curious nor the officious would be able to touch him. And thus he fondly reckoned to have deceived his master, and, with the wished for freedom, to be able at once and forever to escape the slavery of learning. For he did not imagine that another key could be found by any means, and so he fell to congratulating himself with immense joy of heart." The poor rogue rejoices ere he is safe. At vespers the people assemble, the key can't be found, the master attempts to break open the door of the church, but finds it, as befits those warlike times, harder to do than he thought of; he desists, goes home much concerned, at length falls asleep; the blessed Cuthbert appears, and angrily demands why the ordinary services are not performed in his church? The priest confesses that the key is lost. "To whom," says the blessed Cuthbert, "to-morrow with the dawn, go to the fishers of Padduwell, on the Tweed, and buy at any price the first draught of their nets." The master gladly obeys. The fishermen agree to give the first draught for the love of the blessed Cuthbert alone. The nets are drawn, and they enclose one huge salmon. It is almost equal to the pleasure of eating a slice of the fish well seasoned, to read the thrilling account of the capture, in the garrulous Latin of the old chronicler. Reginald must have been a keen fisher himself, hence his enthusiasm. It is consoling to think that, though barrings out, and other equally naughty tricks of the present day, prove that the race of cunning, lazy, self-deceiving Haldanes, is still found among youth, the teaching profession can, at the same time, still produce masters of the gentle craft. Space forbids further extract. Let us refer our curious readers to cap. lxiii. of the fore-cited history, which certainly exhibits the king of fishes in a somewhat new light. Suffice it to say, that the missing key was found stuck across the gills of the fish, with the ring protruding to serve for carrying both home. The consequences to the astute Haldane, the chronicler saith not. Most probably his glorious freedom had had an ignominious termination.

Our information regarding the books used in these pre-Reformation schools, though certain enough, is anything but comprehensive. A writer who seems to have flourished about the commencement of the thirteenth century thus describes a child's first book of that period:—

"Qua a chylid to scole xal set be  
A bok him is browt,  
Nayl'd on a brede of tre,  
That men callit an a be ce  
Pratlych i-wrout.  
Wrout is on the bok without,  
V. parafys grete and stoute,  
Rolyd in rose-red,  
That is set withoutyn doute  
In tokenyn of Cristes ded."

That is, when a child is set to school, he gets a book called an A B C, nailed on a wooden board. This book is wrought very prettily on the outside with five great large nails coloured red, that without doubt betoken Christ's death on the cross. This is most probably the same book as is referred to by Lydgate, who lived in 1430, when he says, in one of his minor poems,—

"How long ago lernyd ye, 'Crist cross me speede!  
Have ye no more lernyd your A B C?"

The name, "Crist cross me speede," applied to this first of school-books, was very likely given from a large red cross on the first page. It is described in its appearance and uses, by a writer subsequent to Lydgate, probably about the end of the fifteenth century. He says:

"Crosse was made all of red  
In the begynning of my boke  
That is called God me sped,  
In the fyrst lesson that I toke  
Thenne I lerned a and b.  
And other letters by her names  
But always god spede me."

From the praiseworthy minuteness of this ancient versifier, we can gather that phonetics were in no particular favour with the pedagogues of those days. He "lerned a and b, and other letters, by her names." Unfortunately, we have no indication of the contents of this educational manual of the days of old. Most likely it had contained a summary of religious beliefs; thus serving the double purpose of teaching to read, and imprinting firmly on the memory the various articles of the church's faith. Books solely to teach the art of reading are quite modern. Wynnton, the contemporary of Chaucer, 1328-1400, in the fifth book of his *Cronykil of Scotland*, thus writes:—

"Donate than was in his state,  
And in that time his libell wrote  
That now Barnys oysys to lere  
At thaire begynnynge of gramere:

And Saynot Jerome in thal yberis  
The best was callyd of his scoleris."

About two centuries later, 10th January, 1519, we find in the records of the Town Council of Edinburgh, the following:—

"The quhillk day, the provost, bailies, and counsall, statuts and ordains, for reasonable cause moving thaim, that na maner of neighbour nor indweller within this burgh, put their bairnis till ony particulare scule within this toun, but to the principal grammar scule of the samyn, to be teichit in ony science but alanerlie grace buke, prymar, and plane donat, under the pane of x sh : to be tane of ilk ny'bo' thet breke or dois to the contrair hereof."

The book referred to in each of the two preceding extracts was a small grammatical treatise, written by Donatus, the celebrated preceptor of St. Jerome, who lived about A.D. 354. So long had this *donat*, as it was shortly called, been in use for initiating youth into the mysteries of grammar, that the name became synonymous with elementary knowledge of any kind. Thus Chaucer says, "Then drave I me among drapers my donat to learn." It is another proof of its popularity, that it was one of the few *block-books* that made their appearance in the half-century immediately preceding the invention of printing. Several editions are said to have appeared in Holland between 1400-40.

These, *Crist cross me speede, the grace buke, the prymar, and the plane donat*, are the only school books we have got trace of previous to the Reformation. About that time, and shortly after it, the number was considerably increased. To these we cannot refer more specially just now. As the great Reformation sun dawns, history shines with a clearer and steadier glow. In 1496, the national legislature is first found interesting itself in educational affairs, by passing an act ordaining all barons and freeholders of substance to put their eldest sons to school. As leading the van in scholastic legislation, we give the act *in extenso*:—

"Item, It is statute and ordanit throw all the realme, that all Barronis and frehaldaris that ar of substance put their eldest sonnys and airis to the sculis, fra thai be sucht or nyne zeiris of age, and till remane at the grammar sculis quhill thai be competentlie foundit and have perfite Latyne. And thaireftir to remane thre zeiris at the sculis of art and jure, sua that thai may have knowledge and understanding of the lawis. Throw the quhillkis justice may reigne universalie throw all the realme, sua that thai that ar sheriffs or jugeis ordinaris under the kingis hienes may have knowledge to do justice, that the pure pepill suld have na neid to seik our sovereign Lordis principale auditouris for ilk small injure. And quhat baroun or frehalder of substance, that holds nocht his sone at the sculis as said is, haifand na lauchfull esonge, but failzie herein, fra knowledge may be gotten thairof, he sall pay to the king the sounge of xx li."

Pinkerton, with his usual caustic temper, in his history of Scotland, sneers at the wisdom of the legislature in rendering it penal to neglect sending eldest sons to school, before inquiring if there were schools in existence to which to send them. From what we have already seen, we can have little difficulty in believing that there were schools in reasonable quantity. The fact that we find a considerable number of schools, in different parts of the country, referred to incidentally when they might just as likely have been passed over in silence, coupled with the additional fact of a special act of legislation, evidently taking for granted the existence of these in numbers sufficient to meet the exigencies of the time, amply warrants us in drawing the conclusion, that Scottish popular education did not originate in the Reformation, but only received a new development and fresh vigour, to suit the immensely increased intellectual and spiritual energy of the people.—*English Museum*.

## II. Papers on Practical Education.

### 1. TEACHERS ALWAYS IN TROUBLE.

There is a variety of gifts in teaching; and most good teachers are characterised by some peculiar qualification which is mainly the secret of their success. And not only does this variety hold good in regard to the means by which teachers succeed, but it also pertains to their deficiencies and faults which prevent success. Some are wanting in firmness and decision; others, in kindness and sympathy. Some have neither judgment nor tact; others are cruel or indolent, or wanting in enterprise. And thus it would be very easy to make the list a long one. But of all the faculties which characterise teachers, we know of no one whose legitimate fruit, sooner or later, is so surely failure, as what may appropriately be called the faculty of always being in trouble. We do not mean to say that teachers are the only persons who have this faculty. Far from it. It is found in people of every calling in life; but in occupations where its possessors come less in contact with the public and

their interests, and whose duties are less delicate, it does not always become so manifest nor produce consequences so lasting and injurious, as in the case of the teacher.

This faculty may not, perhaps, be defined with precision in mental philosophy, nor in the Phrenological Guide, but it surely exists. Of this, fellow teacher, you probably have not the slightest doubt. You have known such teachers. If there is any one thing they can do better than another, it is, to use a common, but a very meaning expression, to get into hot water. It is their forte; and they certainly appear to be very ambitious to magnify their calling. Now it is a very unfortunate combination of qualities and habits that constitutes such a character. It is a constant source of unhappiness to the teacher, making his life one continued scene of fretfulness, trouble, and dissatisfaction; and keeping up a state of discontent and turmoil in the school and neighbourhood. And it is the more to be regretted, from the fact that it is all unnecessary and easily avoided by the exercise of a moderate degree of discretion and common sense.

There are teachers who have very exaggerated and very ridiculous ideas of the authority with which they are vested, upon becoming the presiding geniuses of the schoolroom. To make a display of that authority, and to create a sensation, seem to be the leading object of their work. It almost seems as though they supposed schools were established to give them an opportunity to show that they are masters, and that they wield the sceptre in their little kingdoms. Such teachers will fail of doing a good work, and will have trouble, for various reasons. They have no true conception of their duties as teachers, and can not, therefore, discharge them acceptably. In the discipline and management of their schools they will overdo in every sense of the word. That will engender unkind feelings on the part of the pupils, and make antagonists of those who ought to be friends and co-workers. The malicious and the mischievous will feel irritated and provoked, and will accept the teacher's indiscretions and officiousness as a challenge for a trial of skill and mastery. Even the best of pupils will gradually, and sometimes unconsciously, assume an attitude which, if not hostile, is certainly wanting in cordiality. In such circumstances the relation between the teacher and pupil promises little good, but much harm. Not only will that degree of harmony and good feeling requisite for a successful school be wanting, but aversion and hostility will continually exist. This will greatly impair and generally destroy the usefulness of any school. It is very true, we admit, there often will be conflicts in school, and the teacher will be obliged to grapple with opposition and insubordination, and to put them down effectually. But no teacher can afford to be continually at war with the adverse elements of this school. The campaign against them may be vigorous and decisive, but it should not be a protracted one. If a peace can not be conquered speedily, it will be better to change tactics or generals.

This class of teachers are very frequently affected with jealousy of any interference, real or imaginary, with their rights and authority. Of course they are on anything but pleasant terms with school committees, and the parents of their pupils. Not unfrequently there is a state of mutual recrimination and backbiting. Now, in the first place, every person who proposes to enter the school room as a teacher, should previously understand fully the relation, duties, and rights of committees, teachers, and parents, respectively, as defined by the law of the State where employed; and in the next place, such persons should know that it is possible for a teacher to be supreme in the school room, and at the same time to recognize the rights of other parties, so far as they actually exist, and to respect them accordingly. The teacher who is unable to reconcile the existence and compatibility of the rights of others with his own, may, and most likely will, often quarrel with the school committee or superintendent; while the one who fully understands and acquiesces in the relation of all parties will, with proper discretion, seldom find occasion for any considerable trouble in that direction. We know very well that all kinds of people have the charge and oversight of schools; but it can not be denied that they are generally men of intelligence who share to some extent at least, the public confidence; and we strongly incline to the belief that they are, for the most part, as easy to deal with as any class of our fellow men.

We earnestly beg of you, therefore, fellow teacher, if you have any trouble with your committee, not to prosecute a quarrel until you have seriously enquired who is the aggressor; and also whether you are entirely free from a foolish and perhaps groundless suspicion of interference, when no interference is attempted or meditated. Remember that many people suffer more from the anticipation and dread of troubles that never come, than from all the troubles that actually take place.

A similar spirit of jealousy is often exhibited in reference to the interference of parents. We are free to acknowledge that many parents are meddlesome in school matters, assuming not only to

advise the teacher, but also dictate to him in the discharge of his duties. The provocations from this are frequently such as to require great discretion and magnanimity to rise above them. Bear in mind that parents have a peculiar interest in their own children, and that it is one of the weaknesses of many parents, that they deem it necessary to superintend, and to have a voice in all that is done for their children by others. Furthermore, schools, and especially public schools, are considered as a kind of public property in the management of which every one has a right to take a part. Such being the fact, it is very natural that injudicious parents should often seem altogether too officious in their intercourse with teachers and schools. Unpleasant as such intermeddling is, it need not generally be a source of much trouble or anxiety to the teacher. It is to be treated on the let-alone-principle. If resented or allowed to bring on disputes or altercations, it surely will increase tenfold; for a testy temper and angry words in a teacher are a sufficient provocation for fault-finders to do their worst. It is by such fuel that the flame of contention is usually fanned to its intensest heat. Not so, however, if it is met with an unruffled temper and with respectful silence. It can not flourish under neglect. It is a good rule to listen calmly and attentively to all the advice, and abuse even, that may be offered, or heaped upon you; and then, avoiding immediate action if possible, to follow your own judgment.

Many teachers very foolishly bring much trouble upon themselves by injudicious talk in school, or before their pupils elsewhere about their parents. A teacher of some promise, occupying a good situation, had occasion to reprove a lad, and to make some changes in his studies which his own good and that of the school seemed to require. The mother of the boy injudiciously made some petulant remarks about it, but would probably have forgotten the whole affair in a month, had the matter ended there. But her remarks found their way to the teacher's ears, whose want of judgment allowed him to bring the matter up before the school, and to indulge in violent language, abusing the boy, his mother, and meddlers in general. The result was he lost his situation and thereby received a just reward. Pupils should never hear from their teachers an unkind or disrespectful word about their parents.

It should be a principal object with the teacher, to keep out of trouble and to live on terms of peace and cordiality with pupils and parents, and with all others concerned. This must be done by the exercise of prudence and good judgment, and by a desire to deal fairly and justly with all. Care must be taken, however, not to vacillate where promptness is required, nor to shrink from the line of duty; for where that plainly leads he must go, cautiously, indeed, but fearlessly. But most of the troubles which this class of teachers encounter may be avoided by a determination to keep clear of them, as we have hinted above. Learn a lesson from the folly of the serpent, which is not always "wise." When a coil of fire is held towards one of our common field snakes, the spiteful reptile darts its forked tongue about it, and then, in wrathful folds, encircles it with its whole body. Result: A burnt offering uncalled for and ineffectual. So do not thou, fellow teacher. Repress the controversial element in your character; let your policy be pacific but firm; and by your fidelity and persistent magnanimity win the good-will and approbation of pupil and patron.—A. P. S., in *Mass. Teacher*.

## 2. PICTURES IN THE SCHOOL ROOM.

Our remarks under the head of "the Schoolroom as a Teacher" in the March number of the *Teacher*, have called forth some half a dozen letters of inquiry as to the schoolroom which we said had been called "the pleasantest in the State." One unknown friend, who signs himself "A Constant Reader," wants to know where it is, and adds:

"Ought you not, in justice to your readers and the 'not wealthy man' who made it so pleasant, to tell us, and to tell us when and how the pleasant thing was done, that others may be incited to go and do likewise?"

The room referred to is that of the *Oliver High School*, at Lawrence, and it owes its adornment, as it does its name, to Hon. Henry K. Oliver, for many years a resident of that city, now Treasurer of the Commonwealth of Massachusetts, everywhere and always an enthusiastic friend and zealous advocate of our public school system.

In 1856, he took charge of the school as instructor, during the interregnum between the resignation of one teacher and the inauguration of his successor. He drew his pay for this service, but some time afterward returned it, with liberal interest, by the donation of two engravings with busts of Plato, Socrates, Demosthenes, Cicero, &c., and statuettes of Goethe, Schiller, Dante, Tasso, Petrarch, Ariosto, Galileo, and Bowditch. In a Lawrence paper of the time, which a friend has obtained for us, we find the correspondence between the donor and the donees of this generous and

tasteful gift. We cannot refrain from quoting a portion of Hon. Mr. Oliver's letter to the School Committee, believing that his statement of the motives that influenced him in making the donation will serve, as our correspondent has said, to incite others to go and do likewise:

"These pictures I desire to have suspended upon the walls of the schoolroom, in full view of the pupils, that they may look upon them not merely as representing great historical facts, but as typical of great epochs in the history of religious and political freedom. And I desire further, that they may see in the great events thus portrayed before them, the perils which our fathers willingly and fearlessly encountered, to secure for themselves and for their children, the immeasurable blessings of free thought, of free speech, and of freedom with all its legitimate limits and safeguards. May they never be unworthy of the heritage!"

Again, referring to the busts and statuettes, he says:

"I present these, not merely to beautify and render interesting in its associations, the place wherein our children spend so many valuable hours, but that by a kind of visible presence, their youthful minds may enter into communion with the majestic minds of these great men, and may feel the force of Cicero's glowing and glorious words:—'*pleni sunt omnes libri, plenae sapientum voces, plena exemplorum vetustas!*' \* \* \* *Quam multas nobis imagines, non solum ad intuendum, verum etiam ad imitandum, fortissimorum virorum expressas, scriptores et Graeci et Latini relinquerunt! Quas ego mihi semper proponens, animum et mentem meam ipsa cogitatione hominum excellentium conformabam!*"

"I risk all charge of pedantic display in quoting these words, so familiar to every scholar, and I venture upon no translation, because none can adequately embody the admirable sentiments expressed by the great Roman orator and philosopher, and certainly none can be needed, in addressing those to whom the city has confided its highest, as well as its humblest educational interests.

"May the daily sight of great and good men, and of great and good deeds, awaken in the breasts of our children, the desire and resolution to be great and good likewise; but,

'only great as they are good.'

We may add that this was not the first, nor the second time that the school had been indebted for valuable donations to the generous patron whose name it bears. He had previously given it an excellent philosophical, chemical, and astronomical apparatus, and a set of maps and globes, besides adding many volumes to its library.

The large hall of the Oliver Grammar School, in the same building, is also adorned with many paintings, engravings, and busts, not a few of which it owes to the thoughtful liberality of the same gentleman. In this case, as in others of the kind, the generosity of one has led others to emulate his example; and we trust that, through the influence of the *Teacher*, the good deed may prove the seed from which, in many another city and town, good fruit may come.

Apocryph of this subject, we find in a recent Report of the Board of Education, of Chicago, the following remarks:

"In most of the schools, the walls are still entirely destitute of ornamental paintings and engravings. If some of the parents in the several districts would furnish a few paintings, engravings, and other works of art, for the adornment of the schoolrooms, they would greatly aid us in our efforts to elevate and refine the taste of their children."

There is no neighbourhood, not even the poorest, in which something of the kind may not be done. *Beauty is cheap*, as Mrs. Stowe has so admirably shown in her "*Home and Home Papers*" (if, indeed, their value can be estimated in money,) and just as cheap, just as *economical*, in the schoolroom as in the home. Would you protect the schoolhouse from the jack-knives of juvenile vandalism, *make it beautiful!* Every picture you put on its walls will save its cost, the first year, in the diminution of the bills for "incidental repairs."

The more elegant these artistic adornments of the schoolroom, the better; but, as we have before said, if you can have but a few cheap lithographs, it is better than nothing. The best lithographs, indeed, as we remarked in a notice of *Bufford's Catalogue of Prints, etc.*, in the *Teacher* for April, are often mistaken for steel engravings, and may deceive even a critical eye. We have seen a lithograph of Scheffer's "*Dante and Beatrice*," recently published by Bufford and sold for *one dollar*, which reproduces the beauty of the original painting as perfectly as the steel engraving for which you must pay six or eight dollars. There are those, indeed, who think that in softness and mellowness of effect, the cheap lithograph is superior to the costly engraving, and more faithfully represents the painting.

It must be understood that it is only the best lithographs to which these remarks apply. Among those which are appropriate for adorning our schoolrooms, are those of historical personages,



which are suited to all grades of schools from the highest to the lowest. In the rooms occupied by the younger children, we should be glad to see the "Fairy Tales," "Reading the Psalms," "Vacation Over," "The Volunteers," and a few other charming things of the kind.

Busts and statuettes, too, excellent copies from the antique or from the best works of modern art, can be obtained at quite moderate prices. There are few places where it would not be possible, by a little subscription among the people, to purchase at least two or three such ornaments for a High School-room. Will not some of our readers make the experiment, and send us an account of their success, (for they cannot but succeed,) to encourage and stimulate others to "go and do likewise?"

### 3. EARLY AND SECONDARY EDUCATION.

The great work of man's education commences under the most sacred and benignant auspices. Providence seems to have taken it upon itself, by confiding it to the heart of a mother; it is the gift of watchfulness and love.

Let infancy rejoice at its weakness and feebleness, since they obtain for it the happiness of being under such tender and faithful protection in childhood. Many individuals have hardly any other education than the maternal; it continues a long while in many, by means of the salutary and profound influence which a virtuous mother exerts over her children, and which is more powerful than any other. Blessed are the mothers who really understand this noble prerogative with which they are invested! Happy the children who are allowed long to reap the benefits of it! All ages might find in this education of the cradle a model and a subject of study, for the directions they need, and yet, do we think of studying it? The pupil learns the use of his senses, and the exercise of his faculties, he is taught also the use of two things which will help him to learn all others, he acquires language, and he learns how to love. Afterward comes, under the direction of tutors, that artificial education which should be the continuation of the preceding; but which seldom preserves its spirit. With the direct instructions of masters are mingled others less perceptible, yet more powerful, perhaps, and more lasting, such as those which the youth receives from his ever increasing intercourse with others, particularly his companions, and such as he receives from circumstances. This second education is so much the more profitable, as it trains the pupil to act for himself, and thus favours the progressive development of the gifts that he has received from nature. So far as it prepares him to study and improve, it educates him; but it does not give him science and virtue; it only puts him in a way to discover the one, and to love the other. It then calls for his own co-operation, which becomes more important from day to day, in proportion as his strength increases, and his experience is enlarged. At last tutors retire; and in the eyes of superficial men, the whole education seems finished. Yet the means alone are changed; and, under its new form, it acquires peculiar importance and usefulness at this third period. To external succeeds spontaneous education; or, rather the internal education, which, secretly, having seconded, more or less, the education received from without, renders it efficacious, and remains to influence the rest of life.—*Degerando on Self Education.*

### 4. ORAL RELIGIOUS INSTRUCTION.

[Prof. Stowe thus describes the method of imparting oral religious instruction in the German schools. The pupils in the class of schools referred to, were from six to eight years of age.]-*Ohio Educational Monthly.*

The main studies are, of course, the elements—reading, writing, numbers, and singing. But in addition to these studies, one of the stated, regular exercises of the school is a familiar conversation between the teacher and the pupils, intended to cultivate their powers of observation and expression, and also their moral and religious sentiments. The teacher brings the scholars around him in an informal sort of way, and engages them in lively conversation with himself, sometimes addressing all together and receiving simultaneous answers, and sometimes addressing individuals and requiring individual answers.

The subject of conversation varies, of course, from day to day. Suppose it to be a garden. The exercise would proceed somewhat thus. If a garden is given to a class for a lesson, the pupils are asked the size of the garden; its shape, which they may draw on a slate with a pencil; whether there are trees in it; what the different parts of a tree are; what parts grow in spring, and what parts decay in autumn, and what part remains the same throughout the winter; whether any of the trees are fruit trees; what fruits they bear; when they ripen; how they look and taste; whether the

fruit be wholesome or otherwise; whether it is prudent to eat much of it; what plants and roots there are in the garden, and what use is made of them; what flowers there are and how they look, etc. The teacher then reads them a description of the garden of Eden in the second chapter of Genesis—sings a hymn with them, the imagery of which is taken from the fruits and blossoms of a garden, and explains to them how kind and bountiful God is, who gives us such wholesome plants and fruits, and such beautiful flowers for our nourishment and gratification.

### 5. CHARACTER THE ULTIMATE END OF TRUE EDUCATION.

Whatever is done in the work of education in a true way, must not only be done with design and skill, but there must be also an ever-present, ever-constraining reference to the question of its influence upon the character of the pupil, the final issue of all the labor bestowed upon him there. True education makes the man himself, and not some mere outside addition to him, however beautiful or imposing. Everything else is but a means to this great end; the building up of the inner temple of the soul, or the transfusion of as many divine elements of thought and feeling, as possible, into the whole inner framework of one's being, as its permanent characteristics and its great ruling forces. Without such ideas and aims in his work the teacher walks in a low and narrow path indeed; but with them he walks on the very highway of holiness, on which prophets and apostles and God's great army of heroes have ever gone up into the skies.

All true mental and moral growth is self-growth, progress made for one's self by continued effort in a right direction, under the perpetual stimulus of a right will. Not a few who without many advantages yet distinguish themselves, but all, with advantages or without them, are self-made; some, indeed with greater facilities, purer models, and more inspiring influences than others; but all, self-made. A splendid character is but the splendid accumulation of a vast number of right choices, and right deeds the soul's own pile of all its past ideas and hopes; itself, in everything that it has done and desired to do throughout its entire history.—*Selected.*

## III Papers on Physical Science.

### 1. A NEGLECTED CHAPTER OF SCHOOL GEOGRAPHY.

Of all studies pursued by the young, History and Geography most admit of being treated in a picturesque and pleasant fashion; and in no way can the physical structure and qualities of a land be better impressed upon the mind of a youthful student, than by regarding it as a theatre, in which great acts of History have been performed, the swell or sinking of whose surface, and the conformation of whose shores, have modified the plot and action of the tremendous drama of Time. Looking with a broader view, and aiming at a somewhat stronger grasp than usual, we propose in the present paper to sketch a phase of geographical study, which has been either entirely ignored, or but very faintly touched, in our standard text-books.

Taking Europe, both as the great centre of modern history, and as the corner of the world most interesting to ourselves, we proceed to shew in broad outline how the Physical Geography of its various countries has affected the destinies of the nations dwelling in them. Since the theme is too rich for exhaustive treatment in a sketch like this, we shall confine our remarks principally to the effects of coast-line and surface.

And, first, casting a glance upon the map of Europe, we observe the extraordinary gapping of its coast-line with inlets, and the consequent connection of all its countries except one with the sea. The hasty comparison of Europe with Africa, in this respect, will suggest why a little corner of the huge land-mass we called the Old World has played so prominent a part in the work of civilization, while the enormous lump of earth and rock to the south of this favoured spot has done little more than nurture the victims of slavery, and supply an arena where travellers and gorilla-hunters may gather materials for museums and for books. The unbroken coast-line of Africa must always prevent Timbuctoo from starting up in rivalry of Paris. It will easily be seen that the really important part of Europe, the part whose history is fuller and grander than all the history of the rest, assumes the peninsular form, and spreads its branching arms of every size and shape into the western and southern seas. A line, drawn from the head of the Black Sea to the mouth of the Vistula, cuts off this great historic peninsula, which repeats its own serrations almost without end. It will afterwards be more fully apparent, how the sea has influenced the history of Europe. The situation of nearly all Europe within the limits of

the temperate zone has also done much to develop civilization there; for nations, like individuals, prefer to occupy a comfortable home, and can thrive better, where there is a happy mixture of sun to warm and frost to brace, than in those extreme regions where men risk transformation into icebergs or cinders.

Before I cease to view the map of Europe as a whole, let me give two cases, in which, on a splendid scale and with a splendid success, her physical form has proved her salvation. At two points our continent almost touches the other masses of the old world; and at both the sworded apostles of the Koran assailed her with transient triumph.

Early in the eighth century the Saracen scimitars flashed across the strait now called Gibraltar, and spread desolation among the Visigoths of southern Spain, driving them from sierra to sierra, until they found at last a refuge amid the woods and rocks of the Asturias. Then over the great Pyrenean wall swarmed the turbaned host, rejoicing in the fair grape-land that spread before them as they pressed on to the Loire. But a giant warrior obstructed the way. Charles the Hammer smote them on the plain of Tours with a stroke so sore that they fled back behind the great mountain barrier, and contented themselves with a dominion rooted for a time in southern and central Spain. Pepin and Charlemagne completed this work of repulsion, which could never have been accomplished, if a great natural rampart of granite and grauwacke had not reared its pine-clad slopes between the basins of Ebro and Garonne. Let us not forget, however, that a rampart, no matter how strong, is next to useless, if there stand not behind it a gallant nation, keeping its line of defence with eagle watch and stalwart arm. This service the Franks rendered in an hour of imminent peril to western Europe. And then, when the Arabs, driven to the south of the Pyrenees, were locked up in an isolated corner of the continent they had intended to overrun, the southward pushing began, which drove them, century after century, down the inclined plane, until they were forced at last to abandon even the red towers of the Alhambra.

What the Pyrenees and the Asturias did for western Europe, the Danube accomplished in the East. Many a time did the Moham-medans dart across the little belt of brine, which severs Scutari from Constantinople, and recoil scorched with the Greek fire, which shrivelled up their ships, before the fierce rush of 1453 admitted the victorious Turks to the city of the *Qasara*. It was then not long until the Turks began to push north-east-ward with fierce intensity. But there rolled the Danube with its broad swift stream; there, queen of the river-forts, stood Belgrade, where the tributary Save comes plunging in from the mountains of Carniola; and there, too, stood the human obstacle to their further progress, with strength greater than rolling water and endurance more lasting than stone, the brave sons of Hungary—Magyars, who, in the polish of civilization, had not lost the wild warlike fire they had brought from the gorges of Ural—born soldiers, whom arts and refinement had only changed from rough iron into glittering and elastic steel. To their valour, manning the great line of the Danube, and supplemented on the waters of the Mediterranean by the nautical prowess of Venetian sailors, did Europe mainly owe her safety from Moslem invasion on the Asiatic side.

Thus to a range of mountains and the current of a giant stream do we partly owe the fact, that western Europe is still the heart of Christendom. Ugly as it is, we would rather retain the hat than don the turban. We prefer the solemn grandeur of a Christian cathedral, with its shadowy aisles and the prismatic splendour of its painted oriel, to the barbaric tinsel and fantastic spires of a Mohammedan mosque. And we confess to liking the plate-glass windows and civil shopmen of Oxford Street, much better than the bearded tricksters who sit, smoking and silent, among their diamonds, silks, and perfumes in the bazaars by the Bosphorus. Our freedom from Moslem life and all its belongings may in a sense be traced to the Pyrenees and the Danube.

We all know how the insular position of Britain has rendered her a great outpost of the European continent, girded by a wall of brine stronger than stone or steel; how the commodious clefts in her eastern and the sheltered portions of her western shore have nourished seaports brimming with the riches of the world; and how the protecting mountain-wall, which shelters her lowlands alike from the eating force of Atlantic billows and the blighting breath of Polar storms, has also afforded a refuge to the lingering remnants of that old Celtic race, which formed the foremost wave of the human flood streaming westward from Babel.

In France, we find a compact pentagon, whose river-basins afforded an irresistible temptation to the barbarians of the early Christian centuries. Two sides are washed by the western sea; on the south, we find rock and brine; the east is guarded by the Alps, the Jura, and the Vosges, but the north-east is unprotected by any natural barrier. Here then might France expect attack. How the absence of a physical defence in this frontier has moulded her

destinies, the most cursory reader of French history can remember. What nature had not given, are supplied in the shape of those monster stars and polygons of stone, built by Vauban and his kind along the whole line from Dunkirk to the Moselle. The eruption of huge stone fortresses spread itself over the flats of Belgium too, where existed many great and rich cities, whose only security from plunder lay in locking themselves up in double and triple walls. In a land all encrusted with such erections Condé and Turenne won laurels to be woven with the Bourbon lilies; William of Orange fought nearly all his battles; and John Duke of Marlborough earned that splendid renown, which a mean nature and a vicious life have scarcely availed to dim. In our own century, too, Belgium has vindicated its title to be called one of the two great battle-grounds of modern Europe, for there at Waterloo in fierce collision closed the military history of two marvellous men of war.

It was a favourite dream of the first Napoleon to extend this defenceless and ever-shifting frontier of France to the Rhine, which seemed to him the natural boundary of the land on that side. But here the balance of power came into question. If Europe could have been sure that the Rhenish frontier would not be made a base for pushing the empire eastward to the Elbe, the Oder, the Vistula, or where you will, this might have been allowed. But there being no security, Napoleon was beaten from flood to flood, until France had shrunk to her proper size.

The nation inhabiting the irregular little patch of Rhine mud, which we call Holland, has more than once defended her liberty and her faith, by permitting the billows again to sweep the level fields. And, when the smiling gardens that edge the trim canals proved too small for the employment of a growing nation, Holland, turning to that friendly sea again, founded a navy and a commerce, which enabled her to fight the good fight of freedom with singular success.

What meadows surrounded by the sea did for Holland, mountains achieved for that Alpine country, whose particles, washed down by the Rhine, may be said to have formed the flats by the Zuyder Zee. Switzerland, a cluster of green cups with rims of ice and snow, is the only European country without a sea-coast. But she possesses two great outlets in those rivers of similar name, which pour the waters of Constance and Geneva into different seas. By means of these and certain passes, which zig-zag over the Alps, the toys and trinkets of Swiss industry reach the marts for which they have been made.

A land, equally divided between Lowland and Highland, is the fittest home for a nation combining enterprise with love of freedom. The mountains of Switzerland would avail little, if the deep-green pastures did not brighten between. Scotland and Hungary, both lands of the patriot, present remarkable examples of this historic law. Too little stress has been laid upon the effects of Lowlands in moulding national character in its highest forms. Take from Scotland the lowlands of Forth and Clyde and Tweed, from Hungary the basin of the Theiss, and you leave behind regions, capable indeed of nourishing a free, brave, and hardy people, but devoid of those fair and fertile spaces, which subtly refine the character of a nation, and supply both room and material for the development of the arts of civilization.

The sea saved the Dutch Republic from extinction. It saved Portugal, too, from being completely swallowed by Spain. Suppose the country we call Portugal to have been on the inner or Mediterranean side of Spain, what power would have availed to save the sloping stripe from a strong neighbour, holding the central sierras and the southern rock? Leaving out of account her internal barrenness, and the historic fact that her princesses—plain and pretty—have secured for her the support of some of the leading powers in Europe, we can easily perceive that Denmark also owes much to the sea.

There is another European plain, besides Belgium, upon which the battles of the nations have been fought. When France and Austria have had recourse to the arbitration of the sword, Lombardy has reddened with the blood of the contending nations. All Italy, indeed, dowered with the fatal gift of beauty, has undergone a career of brilliant misery, and has nearly always been a piece of patchwork upon the map of modern Europe. Ever since Odoacer raised his throne upon the ruins of Rome, Italy has been torn to pieces by the convulsions resulting from internal disorganization and external assault. The republic cities of the Middle Ages gave a brilliance to Italian history, but no strength to Italian nationality, for even the cohesive power of a common name, a common language, and a common faith proved too weak to bind these splendid fragments into a united state. That a strong neighbour should step in and help himself, is only what all history teaches us to expect. And we accordingly find the eagles, single-headed and double-headed alike, picking poor Italy to the very bones, and building their outpost eyries to the south of that great mountain-wall, whose

very existence is a physical denial of any right which Austria or France may assert to the possession of the basin of the Po.

Another nation, holding a central place in Europe, has assumed the form of a collection of states, preserving distinct boundaries, and often possessing dissimilar constitutions. But there is strength in Germany which does not exist in Italy, a strength born mainly of Protestantism and commerce. The geographical reason why Germany and Italy consist of a cluster of loosely-jointed states rests in their central position, which filled them with torrents of barbarians during those turbulent centuries, when the map of modern Europe was forming, when all the broken barriers of the old Roman Empire were floating about, and conflicting waves of Goths, Huns, Vandals, Alans, Franks, Sueves, Saxons, Celts, and Lombards washed restlessly and stormily round the heart and through the limbs of the continent, until Time brought abatement, and the mountain-tops of History were seen again emerging from the bosom of the flood. That great deluge, concealing for a time the effete world of the past, left behind a sedimentary deposit which nourished a new crop of peoples to act out the drama of modern history. It so befel that the river basins, cup-like valleys, terraced table-lands, or maritime flats of that part of Europe, lying between Jutland and Sicily, retained some portion of nearly every race that battled in the surging chaos; and partly from this arose that variety of states, which marks distinctively the maps of Germany and Italy.

The hold which Austria has upon the Danube, and the girdling ranges of mountains which lock her closely round, are the chief sources of her power, so far as it depends on physical geography. But the possession of these advantages is counterbalanced by the lack of a good sea-coast, Venetia and her Istrian and Dalmatian provinces being the only parts of her empire accessible to ships. But her central position has rendered her capital the trysting-place of the nations, where men learned in diplomacy meet to play that great game of treaty-making, in which deceit is not unknown.

When the centre of civilization, which is always shifting from shore to shore, came over the waters of the Levant from its ancient dwelling by the Nile, it found a land of rock and valley, bathed in a delicious atmosphere, deeply cleft by gulfs, and so garlanded with emerald islands, sleeping in the sea, as to possess every temptation of a luxurious dwelling-place, and every physical quality of a prosperous home. Greece rose to the head of the ancient world in arms, in letters, and in arts. Corinth lay between two seas, drinking wealth from east and west; and Athens, not far off, lifted to the sky those pillared fanes whose copied beauty decorates our streets. To soil and sky, to gulf-indented island-sprinkled shore, to that happy mixture of green valley, breezy upland, and sky-piercing hill, which constitutes the surface of Greece, the land owed much of her ancient splendour, and owed especially those creations of beautiful fiction, which fill our galleries with her sculptured stone, and in her mythology supply our poets with material for the exercise of their finest art. Centuries of slavery and degradation have all but crushed out the old Greek fire, which, seemingly unquenchable, had its emblem in the blazing naphtha that so often scorched the Turkish galleys into charcoal. Nor is there any likelihood or hope that Greece shall ever rule the world again, until at least New Zealand has had a turn. But the old heroic spirit, nurtured as well by silent rock and speaking river as by the historic memories that haunt the soil, occasionally shews itself in sudden flashes round the mountain-tops of Greece. Of this the late war, miserable as it often was, displayed many examples. And we are not sure that we should not recognize in Montenegro—that little Switzerland of the Adriatic, which penetrates the side of Turkey like a sharp and rankling thorn—a mountain-cradle of heroes, who may yet exercise no small influence upon the destinies of Europe.

There is another land, which resembles Greece in peninsular form, a deeply indented shore, a fringe of islands, and a central structure of mountains. But wanting the splendid sky and sun of Greece, Norway lacks her splendid history too. Yet, even with icy winds and an iron sea, the mountainous half of Scandinavia, whose grand physical use is to form a barrier against Arctic storm and surge, has played a respectable part in the history of modern Europe, and now, although the salmon fishers of London and Paris, who rent the rivers every season, are importing something of the vice that seems inseparable from the life of civilized capitals, is honourably distinguished among its neighbours for a religious faith, strong as the mountains that have nourished the feeling, and a national chastity pure as the snow that whitens for ever on their tops.

An easy journey carries us from Norway to Russia. That portion of the monster plain, which belongs to the map of Europe, is washed by three different seas. In the fact that not one of the three is available for the purposes of perfectly unrestricted commerce or war, we may find the weakness which prevents the Giant Bear from devouring his neighbours right and left. The White Sea is locked up nearly all the year with ice. The Baltic line of

coast has its ice too in less degree; but the grand difficulty here consists in the narrow necks, through which the Russian fleets must seek the open sea. Five nations guard the Sound, and the Belts; and, even if a navy struggled through, there stand the two great powers of Western Europe, ready to smite and scatter the armadas of the Czar. Even greater difficulties beset the Russian shipping in the Black Sea. It would be simply impossible to run the gauntlet through the Bosphorus and Dardanelles, and down the whole length of the Mediterranean to that worst pass of all, where British guns lie couched in the heart of the Rock, if all the nations that border the great inland sea had combined to prevent such a movement. The war between Russia and Sweden, in which Peter the Great and Charles the Twelfth measured their strength at Narva and Pultowa, may be simply explained as a fierce effort on the part of the former to gain possession of that piece of Sweden, which borders the Kattegat and faces a comparatively open sea. To the same desire for a useful shore may be traced the repeated attempts of Russia upon Turkey, and that mysterious way she has of aiming at India through Persia and Herat,—a stealthy kind of strategy, which comes to the surface now as an Afghan War, and now as an Indian Mutiny.

The climate of the Russian plain, though certainly one cause why her national wealth is not proportioned to her colossal size, is yet a defence of the securest kind. When the madman of the North wanted to shew the world how really he deserved the name, he invaded Russia with a host of 80,000 men, wading through heaps of snow to the field of Pultowa, where the wreck of his army suffered total defeat. And, untaught by this historic lesson, the Corsican Emperor of France did the same mad thing, to meet a still more disastrous defeat. "Worse than the Cossacks were the wind and the snow. The land spread before them one vast winding sheet of drifted white. The blinding flakes fell thick around them as they stumbled on, marching between files of their comrades who had been frozen to death." Wiser and warier, in the late Russian War, we attacked the Bear, as negroes attack the crocodile by thrusting their fingers into its eyes. We burned out one eye which had long kept dragon watch on the Black Sea; we peeped into that other, which glares out of the deep socket formed by the Gulf of Finland, but, not liking the wicked look of Cronstadt, we adopted the safer plan of pounding out with our cannon the granite teeth which stud all the neighbouring shore. But we never ventured towards the heart of the land, or beyond the safe base of operations afforded by our ships. In the trenches and in the tents our men had quite enough of a Russian winter to know how dreadful a weapon it might be, and has been made, for the destruction of an invading army.

Lying between Russia and Prussia is a rich defenceless plain, formed chiefly of the basins drained by the Vistula and the Niemen. It is the unhappy heroic Poland, a wonderful exception to the geographical laws which mould the history of nations. The intensity of Polish patriotism, and the force of Polish courage supplied the place of natural barriers, and long kept together, in the midst of neighbours growing stronger every day, a gallant nation of cavaliers, until disunion sapped their strength, and the vultures swooped upon their unguarded prey.

We have thus rambled over the map of Europe, touching lightly those physical features which have more or less influenced the history of the nations. The subject is full of interest and instruction; and, if presented to students in a systematic form, would do much towards interweaving the twin studies of History and Geography, and would bring into play upon both that faculty of association, which works so subtly and strongly beneath the current of our thoughts. The still life of the world, to speak in painter's phrase, is too closely linked to the history of nations to be ever properly kept apart in teaching. And we shall act as stupidly in our geographical teaching, if we regard countries as just so many variously shaped pieces of earth, containing certain populations, and put together like the pieces of some huge dissected toy, as we should do by making a jumble of disembodied names and colourless events supply the place of real and living history.—*English Museum.*

#### IV. Papers on Literary Subjects.

##### 1. GENERAL WOLFE AND THE ELEGY IN A COUNTRY CHURCH YARD.

Until lately very few reading books for public schools could be found which did not embrace in their poetical selections "*Gray's Elegy in a Country Churchyard.*" It has probably been read by hundreds of thousands of boys and girls who saw no more of moral or religious sentiment in it than in the multiplication table. Yet it may be doubted whether any human composition can be found, from which more wholesome and impressive lessons can be drawn,

for the great mass of the children and youth of our public schools than this same simple elegy of a former century. That it is not more thoroughly impregnated with the spirit of the Gospel may be regretted, but a truer or more life-like picture of the folly of human ambition and the wisdom of a contented spirit it would be difficult to find. The anecdote with which the following sketch is introduced renders a brief sketch of the poet the more interesting:

An early tribute to the merits of Gray's *Elegy* in a Country Churchyard occurs in an anecdote related by Professor Robinson, of Edinburgh, and then a midshipman on board the "Royal William," one of the fleet engaged in the taking of Quebec. He happened to be on duty in the boat in which General Wolfe went to visit some of his posts the night before the battle, which was expected to be decisive of the fate of the campaign. The evening was fine; and the scene, considering the work they were engaged in, and the morning to which they were looking forward, sufficiently impressive. As they rowed along, the General, with much feeling, repeated nearly the whole of Gray's *Elegy* (which had appeared not long before, and was yet but little known) to an officer who sat with him in the stern of the boat; adding, as he concluded, that he would prefer being the author of that poem to the glory of beating the French to-morrow."

Goldsmith, having published a "Life of Parnell," with the zeal of a biographer thinks it necessary to exalt his hero above everybody else, and says, "The 'Night Piece on Death' deserves every praise; and I should suppose, with very little amendment, might be made to surpass all those night pieces and churchyard pieces that have since appeared." On which Johnson remarks, "The 'Night Piece on Death' is indirectly preferred by Goldsmith to Gray's *Elegy*; but, in my opinion, Gray has the advantage in dignity, variety, and originality of sentiment."

Johnson himself had criticised the poems of Gray with severity which appears almost malignant; but when he comes to the *Elegy*, his tone is entirely changed. "In the character of his *Elegy* I rejoice to concur with the common reader. The churchyard abounds with images which find a mirror in every mind, and with sentiments to which every bosom returns an echo. The stanza beginning 'Yet e'en these bones' is to me original. I have never seen the notions in any other place; yet he that reads them here persuades himself that he has always felt them. Had Gray written often thus, it had been vain to blame and useless to praise him." Robert Hall thought Gray's *Elegy* "the finest thing ever written."

Mr. Gray was born in Cornhill, November 26, 1716. His father was a Mr. Philip Gray, a scrivener of London. His mother's brother, Mr. Antrobus, was assistant to Dr. George, at Eton; and under him Mr. Gray was educated at that celebrated school. At eighteen he left school, and entered a pensioner at Peterhouse, in Cambridge. Five years afterwards, in 1739, he travelled in France and Italy as companion to Horace Walpole, whose friendship he had gained at Eton; but unfortunately they quarrelled in the course of their tour, and Mr. Gray returned alone. Mr. Walpole took the blame of their disagreement on himself. In 1741, he retired to Cambridge, and became Bachelor of Civil Law, and excepting occasional absences, he passed at Cambridge the rest of his life. When the British Museum was first opened, he took a lodging near it, where he resided three years, reading and transcribing. In 1768 the Duke of Grafton appointed him Professor of Modern History at Cambridge. He died of gout in the stomach, producing strong convulsions, on the 30th of July, 1771.

Gray was a man of great learning and research, but he did not mix much with the literary society of his time. He was timid and reserved, but very affectionate to the few friends whom he admitted to his confidence; and he merits much of our compassion, as being subject to the dreadful malady of low spirits. "Melancholy marked him for her own." He had the most unbounded contempt for the infidels and sceptics of former days and his own—the Shaftesburys, Voltaires, and Fredericks, who did their worst to discredit Christianity. We can only wish that the philosophic and virtuous author of the *Elegy* had gained a clearer knowledge of the consolations which the gospel holds out to those who, with a meek and thankful gratitude, are enabled to embrace it.—*S. S. World*.

## 2. THE LONDON TIMES PRINTING OFFICE.

A correspondent of the New York *Evangelist* has paid a visit to Printing House Square, and passed through the various offices of the London *Times*, excepting the "Lion's den," which no one is permitted to enter, or have communication with unless by writing. This is the office of the editors-in-chief. The writer says:—

At the right hand of the square is the office for advertisements, looking like a busy and crowded post-office—the advertising of the *Times* is immense. Everything about the *Times* office is done with the utmost system and economy—there is a place for everything, and everything is in its place. There is a perfect division of labor,

and a place for each division. You enter a long room on the first floor where the *form* is got ready for stereotyping; for with the exception of a single page left open till the last moment for the latest intelligence, every particle of the paper is stereotyped before it goes to press. A part of this room, as well as one of the same size above it, is used by the compositors; these are always at work, day and night, having two set of hands.

In another room were two telegraphic apparatuses—one communicating with the office of Reuter, the king of telegraphs, the other with both Houses of Parliament. What comes from Louis Napoleon or Palmerston's brain, is here almost as soon as it is there. The department of proof-readers is prominent and complete. Every word and point undergoes the utmost scrutiny.

The stereotyping was to me a point of culminating interest. To set up a single page of the *Times* takes six men eight hours, and there are sixteen pages. From the moment the "form" is finished until it is reproduced in stereotype is exactly twenty-five minutes. Away it is whirled to the press, and another page quickly follows. In stereotyping, tissue paper is laid on the types, and over that paste-board; the whole is subjected to heavy pressure—the impression thus obtained is inclosed in a mould, the metal is poured on it, and the work is done. Sixteen tons of paper are consumed each day. From the *Times* office 130,000 sheets are sent forth daily.

I have not time to speak of the luxury of the reporters' room, of the library or the multitude of things, curious and useful, that were shewn to me.

"And now," said I, when the gentleman conductor had taken me through the establishment, "can you let me see the Jupiter, the head thunderer?" He answered solemnly, "He is inviolable.—He is to be communicated with only in writing."

## 3. THE PECUNIARY PERILS OF JOURNALISM.

A London journal portrays the shady side of journalistic enterprises in that city, and the story has its parallel in the experience of American journalism. The London paper starts with the fact that, leaving the great *Times* out of the account, the entire press of London does not pay expenses; that is, the profits of those which do pay are less than the losses of those which do not. The London *Daily News*, the chief rival of the *Times*, spent half a million dollars before it paid expenses, which it barely does now. With several other special facts of this description, our authority goes on with its story thus:—"There is scarcely a newspaper in London in which three or four fortunes have not been sunk, and by which as many persons have not been ruined. The usual history of a journal is this: A, thinking to make a fortune, starts a journal. He spends a thousand pounds upon it, and finds it still exhibiting a loss. Money goes very fast in a newspaper, for the drain is a steady one, week by week, without pause—a process that will soon empty the wealthiest pocket. Having spent so much, he does not like to stop there. He proceeds, and another £1000 vanishes. He stakes his last £500, and that goes too. Then he is obliged to sell at any price. He perhaps gets £100 for that which has cost £2,500, and he is ruined. Then the buyer expends another £2000 in like manner, and he is ruined, and sells to a third for £200 perhaps. The process may be continued even for a fourth or a fifth, until even hope dies, and the enterprise is abandoned. But sometimes it happens that the fourth or fifth fortune has succeeded by the mere force of living on, and the journal is made to pay. But even then, what is the profit, commercially considered? True, it is a fair profit for him who bought it for £100 and expended £2000. But the actual cost of establishing it was the three previous fortunes of £7,500; add these, and the expenses of establishing the journal were in fact £10,000; and the profits do not pay as well as any other occupation would do for such a capital as that. Try it thus: what annuity could not be bought for £10,000, and would not that annuity be greater than the profits of the journal, successful though it may appear to be? These results may occasion surprise; but when we show what are the expenses of establishing and conducting a journal, and what are the receipts, the reader will cease to wonder at the ruin in which journalism involves so many, and at the certain sinking of capital that is occasioned even by the most successful of these enterprises.—*Prescott Telegraph*.

## 4. CORRECT SPEAKING.

We advise all young people to acquire, in early life, the habit of correct speaking and writing, and to abandon, as early as possible, any use of slang words and phrases. The longer you live, the more difficult the acquisition of correct language will be; and if the golden age of youth, the proper acquisition of language, be passed in its abuse, the unfortunate victim of neglected education is, very properly, doomed to talk slang for education. Every man has it in his power. He has merely to use the language which he reads,



instead of the slang which he hears; to form his tastes from the best speakers and poets of the country; to treasure up choice phrases in his memory, and habituate himself to their use, avoiding at the same time, that pedantic precision and bombast which show the weakness of vain ambition rather than the polish of an educated mind.

## 5. THE TALK OF AUTHORS AND SOUND MEN.

Bulwer, in one of his late publications, has the following:—

Every man of sound brain whom you meet knows something worth knowing better than yourself. A man, on the whole, is a better preceptor than a book. But what scholar does not allow that the dullest book can suggest to him a new and sound idea? Take a dull man and a dull book; if you have any brains of your own, the dull man is more instructive than the dull book. Take a great book, and its great author; how immeasurably above his book is the author, if you can coax him to confide his mind to you, and let himself out.

What would you not give to have an hour's frank talk with Shakespeare if Shakespeare were now living? You cannot think of yourself so poorly as not to feel sure that, at the end of the hour, you would have got something out of him which fifty years' study would not suffice to let you get out of his plays. Goldsmith was said by Garrick to "write like an angel, and talk like poor Poll." But what does that prove? Nothing more than this, that the player could not fathom the poet. A man who writes like an angel cannot always talk like poor Poll. That Goldsmith, in his peach-colored coat, awed by a Johnson, bullied by a Boswell, talked very foolishly I can well understand; but let any gentle reader of human brains and human hearts have got Goldsmith all to himself over a bottle of Madeira, in Goldsmith's own lodging—talked to Goldsmith lovingly and reverentially about "The Traveller," and "The Vicar of Wakefield," and sure I am that he would have gone away with the conviction that there was something in the well-spring of so much genius more marvellous than its diamond-like spray—something in poor Oliver Goldsmith immeasurably greater than those faint and fragmentary expressions of the man which yet survive in the exquisite poem, incomparable novel.

## 6. THE NAME OF THE DEITY

Is spelled with four letters in almost every language. In Latin, Deus; French, Dieu; Greek, Theos; German, Gott; Scandinavian, Odin; Swedish, Odd; Hebrew, Aden; Syrian, Adad; Persian, Syra; Tartarian, Idgy; Spanish, Dios; East-Indian, Egi or Zeni; Peruvian, Llan; Wallachian, Zene; Etrurian, Okur; Irish, Dieh; Arabian, Alla.

## V. Education in Foreign Countries.

### 1. EDUCATION IN FRANCE.

M. Renan, having declined the post offered him, on the 1st of June, in the Imperial Library, his nomination to it was cancelled, and his removal from the Hebrew Chair in the College of France confirmed on the 11th of the same month. It seems to be admitted on all hands that, in the first and only lecture which M. Renan delivered from the above chair, he transgressed the instructions which accompanied his appointment to it on the 11th January, 1862. From these instructions the following is an important extract:—"The professor, like all the citizens, is bound to observe the caution and respect which are due to the sacred character of the Bible; he will leave to the theologian his proper field, confining his own inquiries to literary and philological subjects; keeping aloof from religious discussions, he will devote himself entirely to researches that may promote enlightenment, and a science so important as the comparative study of the Semitic languages."

The heads of the Imperial Lyceum are henceforth to enjoy a little more freedom in the selection of prize books. Whilst the Government list of prize books is still to be kept in view, should any book, not in the list, be preferred, its substitution is allowed, provided always the proper authority be communicated with, and its sanction obtained.

The *Courier des Ardennes* reports the continued prosperity of classes for adults in the north-eastern provinces, adding that the classes best attended are those of drawing, hygiene, singing, and French. The Minister of Public Instruction, in congratulating the promoters of these classes on their success, thus defines their place: "After the elementary school there is nothing for our whole working population, and from twelve to twenty years of age most of them forget the little they have learned. Something must be placed along

their route; for the less ignorance the more morality, and the more knowledge the more wealth even."

The following is a *vidimus* of the Government schools in Algeria:—

- 3 Boys' elementary schools, taught by laymen.
- 4 Boys' elementary schools, taught by friars.
- 1 Protestant boys' elementary school.
- 1 Protestant girls' elementary school.
- 1 Girls' elementary school, taught by a lay female teacher.
- 5 Girls' elementary schools, taught by nuns.
- 2 Jewish boys' elementary schools.
- 1 Jewish girls' elementary school.
- 3 Infant schools, superintended by nuns.
- 1 Jewish infant school.

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In some of these schools there are evening classes for adults, which are well attended both by work people and by soldiers.

According to statistics obtained by a special inquiry in 1860, there were then in Paris of workmen able to read and write, 344,500; to read only, 5,000; to neither read nor write, 47,500. At this rate one eighth of the total number could neither read nor write; and of this eighth by far the greater part belonged to the building and clothing trades.—*English Museum*.

### 2. LIBRARIES AND EDUCATION IN RUSSIA.

Moscow is at present the centre of an enthusiastic movement for the establishment of public libraries, and galleries of painting and sculpture. The rich are vying with each other in the contribution of books and works of art from their private collections, as well as of money, and in some places they have even given up their houses for the temporary accommodation of the articles contributed.

On the 20th November, 1863, the six universities of Russia counted nearly 5,000 students, distributed as follows:—St. Petersburg, 672; Moscow, 1,892; Vladimir, 647; Kasaan, 413; Charkov, 703; Dorpat, 568.

## VI. Papers on Colonial Subjects.

### 1. NOBLE DEVOTION OF A CANADIAN WOMAN IN THE WAR OF 1812.\*

Nor was this all. One bold and successful feat of arms infused *morale*, and inspired another. On the retreat of the American force, Vincent had been followed up, and established his outposts at his old position, Beaver Dam. Decau's house was occupied as a depot for stores. It was guarded by a small detachment of the 49th, about 30 men, under Lieut. Fitzgibbon. Fitzgibbon was one of the paladins of the war, a man of nerve and enterprise, of much vigor of character, and great personal strength. An incident characteristic of the man had occurred on the spot. On taking up his ground at the Beaver Dam, he had driven out the American pickets. Attempting to intercept them, he encountered alone at the back door of Decau's house two of the enemy, each armed with a musket and bayonet. Both charged upon him. Fitzgibbon grasped the musket of the more advanced man, and by main strength threw him upon his fellow, whose musket he also grappled with the other hand; and although both struggled desperately, he as resolutely held on until his men came to his aid, and his antagonists surrendered.

Such was the man to whom on the night of the 23rd June there came a warning inspired by woman's wit, and conveyed with more than female energy. The commandant of Niagara, chagrined by reverses, and anxious to reassure his own people, resolved to beat up the British quarters, to attack Decau's house, and destroy the depot of stores. The surprise of this outpost would have led to further surprises, and to an officer inspired with half the enterprise of Harvey, would have opened the way to Burlington Heights. The outpost was within striking distance, and exposed. The adventure was promising. He ordered, therefore, Lieut.-Col. Boerstler of the United States Army to prepare for this service, rapidly and secretly. He was in command of the 14th United States Infantry, one 12 and one 6-pounder field gun, with ammunition waggons, &c., a few cavalry and volunteers—amounting altogether to 673 men.

In despite of all precautions, rumours of the intended expedition leaked out, and reached the ears of one James Secord, a British militia soldier, who resided at Queenston, then within the American lines. He had been badly wounded the preceding autumn at Queenston Heights, and was a cripple. He hobbled home to his house

\* From "The War and its Moral." By Colonel Coffin. Published at Montreal by John Lovell.



with the news. The pair were in consternation; they were loyal Canadians—their hearts were in the cause. If the design succeeded—if Fitzgibbon was surprised, de Haren in the rear would follow. Burlington Heights might be carried, and their country would be lost. Mrs. Mary Secord, the wife, at the age of 88, still lives in the village of Chippewa to tell the story, and wakes up into young life as she does so. What was to be done? Fitzgibbon must be warned. The husband in his crippled state could not move, and moreover no man could pass the line of American sentries. She spoke out, she would go herself, would he let her. She could get past the sentries; she knew the way to St. David's, and there she could get guidance. She would go, and put her trust in God. He consented. At three in the morning she was up, got the children's breakfast, and taking a cracker and cup of coffee, started after day break. To have left earlier would have aroused suspicion. Her first difficulty was the American advanced sentry. He was hard to deal with, but she pointed to her own farm buildings a little in advance of his post, insisted that she was going for milk, told him he could watch her, and was allowed to pass on. She did milk a cow, which was very *contrary*, and would persist in moving onwards to the edge of the opposite bushes, into which both she and the cow disappeared. Once out of sight, she pushed on rapidly. She knew the way for miles, but fear rose within her, in spite of herself, and what "scared" her most was the distant cry of the wolf—they were abundant in those days; and twice she encountered a rattlesnake—they are not unfrequent even now. She did not care much for them, as she knew they would run from a stick or a stone, and they did not wait for any such exorcism. At length she reached a brook. It was very hot, and the water refreshed her, but she had some difficulty in crossing. At last she found a log, and shortly after got to the mill. The miller's wife was an old friend, and tried to dissuade her from going on; spoke of the danger, spoke of her children. The last was a sore trial, for she was weary and thoughtful, but the thing had to be done, so she was resolute, and having rested and refreshed, proceeded on. Her next trouble was the British outlying sentry, but she soon reassured him, and he sent her on with a kind word, warning her to beware of the Indians. This "scared" her again, but she was scared still more when the cracking of the dead branches under her footsteps roused from their cover a party of redskins. The chief, who first sprang to his feet, confronted her, and demanded, "Woman! what do you want?" The others yelled "awful." The chief silenced them with his hand. She told him at once that she wanted to see Fitzgibbon, and why. "Ah," said the Indian, "me go with you," and with a few words to his people, who remained, he accompanied her to Fitzgibbon's quarters, which she reached about nine on the evening of the 23rd. A few words sufficed to satisfy him. He sent off forthwith to his Major, de Haren, in the rear, and made his own preparations. She found friends in a farm house near, for in those days everybody knew everybody. She slept "right off," for she had journeyed on foot twenty miles, and safely, God be praised.

In the meantime the American expedition had silently assembled at Fort George, and within a few hours rapidly followed on her footsteps. At twelve of a fine night in June, they had taken up their line of march on St. David's, and at daybreak came upon Kerr and his Indians, already on their guard, and keenly expectant. They numbered about thirty warriors, Mohawks, chiefly of the Grand River; but Kerr saw at a glance the insufficiency of his force to resist, and had recourse to Indian tactics to retard and harass the enemy, and to spread alarm to remote posts. He threw himself, therefore, at once on the rear and flank of the Americans, and opened a desultory fire.

The Americans, throwing out sharpshooters in reply, still pressed forward, but the Indians were neither to be repulsed or shaken off. The track through the forest was narrow and broken. The guns and store waggons defiled slowly to the front. The yells and rifles of the savages rang in the rear. A horror of the war-whoop hung then on the national conscience, and sensational stories, for the most part, had the usual effect of such stimulants on nerve and brain.

Boerstler and his men had emerged from the forest into an open space, a clearing close by the present village of Thorold. Their guns, waggons, and other encumbrances had reached a hollow in the road, overhung by a bank clad with beeches. This now forms a basin of the Welland Canal. The spot, which then rang with the outcries of the combatants, now resounds with the hum of industry and the working chaunt of the sailor.

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In the hollow, below the beech ridge, where the war-whoop of the Indian has now given place to the shriek of the steam-whistle, Boerstler found a fresh foe. From the wood above, on the hill-side, came the ring of the militia musket, and the echoes of the forest multiplied the reports and the fears they created.

Old Isaac Kelly, born and raised on 48 Thorold, a septuagenarian,

hale and hearty, who still lives not a mile from the spot, tells how, when he was a boy of 18, and was in the act of "hitching up" his horses for the plough, he heard the firing in the wood, and the outcries of the Indians; how he ran to his two brothers, both a-field; how the three got their muskets—they were all militia-men, home to put in a crop; how, led by the sounds, they crossed the country to the beech grove, meeting eight or ten more by the way, suddenly roused like themselves; how, from behind the trees, they opened fire on the American train, and on the guns, which were then unlimbering to the rear; and how the Americans, more worried and bothered than hurt, changed their position and took up ground in David Millar's apple orchard.

In the meantime Fitzgibbon had taken rapid measures. Major de Haren, of his regiment, was at some distance in the rear with three companies, cantoned near where St. Catharine's now stands. An estafette, borne by James Cummings of Chippewa, one of the still surviving veterans of that day, had put this force in motion. Fitzgibbon himself was under arms, and on the way, attracted by the fire.

Suddenly he came upon the head of the enemy's column, and found all in confusion. The men were scared out of their senses. The officer in command had lost his head. Fitzgibbon made the most imposing display possible of his thirty men; and advanced at once with a white handkerchief. He found Boerstler ready for a parley. Fitzgibbon stated who he was—his rank, that he commanded a detachment of British troops, that his commanding officer, de Haren, with a large reinforcement, was close by; and by a judicious disposition of his men, and some passing allusion to his scarecrow Indians—like Robinson Crusoe, when he out-manoeuvred the mutineers—he magnified his numbers in the imagination of his foe.

Boerstler was in a "fix." The Indians yelled horribly; the militia-men fired without compunction; the red coats in front barred the way; a large reinforcement was in their rear—he was, in fact, surrounded, and, like wild beasts driven into an African corral, he and his men were bewildered by sights and sounds of fear. He took but short time to deliberate. He surrendered at once—himself and his whole force.

The surrender was embarrassing. Fitzgibbon was, in fact, nearly caught by his own captives. He did not dare show his weakness. He knew not the number of the Indians; but he did know that the militia force was scant indeed. "Why, sir," says Isaac Kelly, "when he gave in, we did not know what to do with him; it was like catching the elephant."

Fitzgibbon had presence of mind equal to the emergency. The American officers were called together, and a capitulation framed and penned. In the meantime, de Haren hastened on, and scarcely was the capitulation signed when he came up with 200 bayonets at his back.

The American force which surrendered consisted of 542 men, two field guns and ammunition waggons, and the colours of the 14th United States regiment.

[It will be remembered that the Prince of Wales visited Mrs. Secord while in Canada, and gave her £100 in acknowledgment of her heroism.—*Ed. J. of Ed.*]

## VII. Biographical Sketches.

### No. 41.—GEORGE BENJAMIN, ESQ.

The *Belleville Intelligencer*, which he formerly edited, says of him:—Mr. Benjamin was born in Sussex, England, on the 15th day of April, 1799, and was consequently 65 years, 5 months and 8 days old when he died. He came to Belleville in 1834, where he has since resided. Before coming to Canada he had resided in North Carolina, one of the Southern States of America, from whence he emigrated to Toronto, where he formed the acquaintance of the late Mr. Samson, who at that time was the leading barrister of Belleville, and through him and others was induced to purchase a printing office, and started *The Intelligencer*, which he continued to publish until 1848, during which time the paper consistently and fearlessly sustained and defended the Conservative party, whose principles he never for a moment deserted. He was always true to his friends, whether he found them labouring in adversity or exulting in victory; to him it was always the same. The first office of public trust he held was that of Township Clerk of Thurlow. This was before the separation of this County from the Midland District, and some time before the introduction of Municipal Institutions, and was appointed a Commissioner by the Bench of Magistrates to settle the monetary difficulties between the old Midland District and this County arising out of the separation, for the satisfactory settlement of which he received the thanks of the Bench. He was afterwards Clerk of the Board of Police of the

Town of Belleville, and subsequently, for many years, an active and energetic member of the Town Council. During a part of this time he was also a Councillor and Reeve of Hungerford, and Wardman of the County, which office he filled for thirteen years. During the time that he was connected with the Council, he was unremitting in his labours to develop the resources of the North Riding, bringing his whole energies to whatever would tend to their material interests and welfare. It was he who first endeavoured to induce our people to build the plank road from Belleville to Canifton; failing in this he persuaded an American to undertake the task, which proved to be the best paying stock in Canada. From this time commenced the wish on the part of the people for a more extensive system of Plank and Macadamized Roads, until we have now over 130 miles of free Macadamized Roads in the County, and we hesitate not to say that it was to his indomitable energy and perseverance that the people are indebted for them, and though many have found fault, the County will yet bless his memory, and appreciate his services, when those of his traducers have long been forgotten. In 1849, he was presented by the County Council with an elegant Silver Mug, with an inscription engraved thereon, expressive of their high appreciation of his services to the County. And when he left the Council, a very flattering resolution was passed expressive of regret at his retirement from municipal life.

During the Rebellion he was an active loyalist, and though not the kind of man, from his portly figure, who would be likely to do active service, yet he, though holding a captain's commission, volunteered, and under the command of the late Captain Wellington Murney, proceeded to Gananoque, and did duty upon the shores of the St. Lawrence as a private soldier, remaining with the company until it returned home.

For his services to his party he received the appointment of Registrar of the County of Hastings, which he held until 1846, when through an error on the part of a clerk in the office, for which, as Registrar, he was responsible, he was dismissed by the Baldwin-Lafontaine ministry, more on account of his political proclivities than from any wrong that had been done; for so far as he was concerned it was clearly shown that he had nothing whatever to do with the transaction. In 1854 he contested the North Riding with the late Hon. Edward Murney, and was unsuccessful. In October, 1856, when Mr. Murney resigned to contest the Trent Division, Mr. Benjamin again ran for the North Riding, and was elected by a majority of 646. He continued to represent the North Riding of Hastings until the last general election in 1863. During the time he was in the house he was esteemed by his friends as a reliable man, and by all as one of its most useful members. As a member of the Printing Committee he did good service to the country, effecting a saving of \$500,000 dollars in one Parliament. For his labours upon this committee he received the thanks of Parliament and a grant of \$2,000. Few men were missed more than George Benjamin on the re-assembling of Parliament in 1863, by both sides of the House, and it will be a long time ere North Hastings be represented by a man his equal in point of talent and industry. Mr. Benjamin was for years an active member of the Orange Society, to which he steadfastly adhered until he died, taking a lively interest in all its deliberations and all pertaining to its welfare. He was elected Grand Master in 1846, and continued in that office until 1853, when a division occurred in the Order, arising out of a question of internal government, and though re-elected that year, he repeatedly expressed a wish to retire, in order that he might not be in the way of a reconciliation, but his friends insisted upon his maintaining the position until the end of 1854, when he insisted upon retiring.

## VIII. Papers on Physical Geography.

### 1. CRYSTAL CAVERN IN SWITZERLAND.

Switzerland, already so rich in beautiful scenery, has had a new feature added to its wonders of nature. Near St. Maurice, in the Canton de Vaud, a grand crystal cavern has been discovered, at which one arrives by a boat on a subterranean lake. The cavern lies 400 metres or 1,300 feet below the surface of the earth, and is said to be beautiful beyond description.

### 2. THE KINGDOM OF ITALY.

The Italian Government has just published the result of a census taken since the annexations which constituted it as it is at present. It contains some curious facts of which the accuracy cannot be doubted. The Kingdom of Italy contains a population of 21,777,334 souls. It is, consequently, the fifth Power in Europe as regards its inhabitants; superior to Spain, of which the territory is twice as

extensive, and to Prussia, of which the area is likewise greater.—Were the unity of Italy accomplished its population would amount to 27,000,000. The average population of a commune in Italy is 2,821 inhabitants, while the average in France is only 978 inhabitants. There are nine communes in 300 square kilometres. In France, on the contrary, there are 18 in a similar space. The population is most crowded in the south of the island of Sardinia; it is least numerous in the Marches and in the Emilia. Italy contains on an average 84 inhabitants to the square kilometre—a figure higher than that of France or Prussia, but lower than that of England, Holland, or Belgium. Lombardy and Sicily are the provinces in which the population has increased most rapidly of late years. Sardinia and the Neapolitan provinces come next. The increase of population has been much slower in Piedmont. The wars of 1848 and 1849 have tended to that consequence.

## IX. Miscellaneous.

### 1. AN HOUR AT THE OLD PLAY-GROUND.

BY HENRY MONFORD.

I sat an hour to-day, John,  
Beside the old brook stream,  
Where we were schoolboys in old time,  
When manhood was a dream.  
The brook is choked with fallen leaves,  
The pond is dried away—  
I scarce believe that you would know  
The dear old place to-day.

The school-house is no more, John,  
Beneath our locust trees;  
The wild rose by the window side  
No more waves in the breeze;  
The scattered stones look desolate,  
The sod they rested on  
Has been plowed by stranger hands,  
Since you and I were gone.

The chestnut tree is dead, John,  
And what is sadder now—  
The broken grape vine of our swing  
Hangs on the withered bough;  
I read our names upon the bark,  
And found the pebbles rare  
Laid up beneath the hollow side,  
As we had piled them there.

Beneath the grass-grown bank, John,  
I looked for our old spring  
That bubbled down the alder path  
Three paces from the swing;  
The rushes grow upon the brink,  
The pool is black and bare,  
And not a foot this many day,  
It seems, has trodden there.

I took the old blind road, John,  
That wandered up the hill;  
'Tis darker than it used to be,  
And seems so lone and still!  
The birds sing yet among the boughs,  
Where once the sweet grapes hung,  
But not a voice of human kind  
Where all our voices rung.

I sat me on the fence, John,  
That lies as in old time,  
That same half-panel in this place,  
We used so oft to climb—  
And thought how o'er the bars of life  
Our playmates had passed on,  
And left me counting on this spot  
The faces that are gone.

### 2. THE QUEEN'S BOOK.

A ROYAL WIFE'S TRIBUTE TO HER NOBLE HUSBAND.

It has long been known that the Queen of England was engaged upon a species of biography of her late noble consort. The work,

only recently finished, has now been published in London, under the title of

"SPEECHES, ETC., OF THE PRINCE CONSORT."

The book bears on the title page the name of a Mr. HELPS, as "editor," but in a recent speech which that gentleman delivered at Manchester (already referred to in the *Express*,) the confession was made that the book was entirely the "labour of love" of Queen VICTORIA.

It is extremely interesting to the general reader, as telling what this model wife thought of her model husband; and "useful," too—as the royal writer says herself—"to the future historian, who has to bring before himself some distinct image of each remarkable man he writes about, and who, for the most part, is furnished with only a superficial description, made up of the ordinary epithets which are attached, in a very haphazard way, to the various qualities of eminent persons by their contemporaries. We really obtain very little notion of a creature so strangely complex as a man, when we are told of him that he was virtuous, that he was just, that he loved the arts, and that he was good in all the important relations of life. We still hunger to know what were his peculiarities, and what made him differ from other men; for each man, after all, is a sort of new and distinct creation."

Therefore at the outset we have Her Majesty's opinion of

*The Prince's personal appearance.*—"The Prince had a noble presence. His carriage was erect; his figure betokened strength and activity; and his demeanour was dignified. He had a staid, earnest, thoughtful look, when he was in a grave mood; but when he smiled (and that is what no portrait can tell of a man) his whole countenance was irradiated with pleasure; and there was a pleasant sound and a heartiness about his laugh, which will not soon be forgotten by those who were wont to hear it.

"He was very handsome as a young man, but as often happens with thoughtful men who go through a good deal, his face grew to be a finer face than the earlier portraits of him promised; and his countenance never assumed a nobler aspect, nor had more real beauty in it, than in the last year or two of his life.

"The character is written in the countenance, however difficult it may be to decipher; and in the Prince's face there were none of those fatal lines which indicate craft or insincerity/greed or sensuality; but all was clear, open, pure-minded and honest. Marks of thought, of care, of studiousness, were there; but they were accompanied by the signs of a soul at peace with itself, and which was troubled chiefly by its love for others, and its solicitude for their welfare."

This is flattering. It reads like a young maid's confidential letter to "a dear friend," describing her "first love," and this we know Prince Albert not to have been. But now Her Majesty tells us of

*His originality of Mind.*—"Perhaps the thing of all others that struck an observer most when he came to see the Prince clearly, was the originality of his mind; and it was originality divested from all eccentricity. He would insist on thinking his own thoughts upon every subject that came before him; and whether he arrived at the same results as other men, or gainsaid them, his conclusions were always adopted upon laborious reasoning of his own.

"The next striking peculiarity about the Prince was his extreme readiness—intellectually speaking. He was one of those men who seem always to have all their powers of thought at hand, and all their knowledge readily producible.

"In serious conversation he was perhaps the first man of his day. He was a very sincere person in his way of talking; so that when he spoke at all upon any subject, he never played with it; he never took one side of the question because the person he was conversing with had taken the other; and, in fact, earnest discussion was one of his greatest enjoyments. He was very patient in bearing criticism and contradiction; and, indeed, rather liked to be opposed, so that from opposition he might illicit truth, which was always his first object.

"He delighted in wit and humor; and, in his narration of what was ludicrous, threw just so much of imitation into it as would enable you to bring the scene vividly before you, without, at the same time, making his imitation in the least degree disgraceful.

"There have been few men who have had a greater love of freedom, in its deepest and in its widest sense, than the Prince Consort. Indeed, in this respect, he was even more English than the English themselves.

"A strong characteristic of the Prince's mind was its sense of duty."

The trait next described was really the noblest one of all his characteristics:

*His aversion to intolerance.*—"Another characteristic of the Prince (which is not always found in those who take a strict view of duty) was his strong aversion to anything like prejudice or intolerance. He loved to keep his own mind clear for the reception of

new facts and arguments; and he rather expected that everybody else should do the same. His mind was eminently judicial; and it was never too late to bring him any new view, or fresh fact, which might be made to bear upon the ultimate decision which he would have to give upon the matter. To investigate carefully, weigh patiently, discuss dispassionately, and then notawitly, but after much turning over the question in his mind, to come to a decision—was his usual mode of procedure in all matters of much moment.

"There was one very rare quality to be noticed in the Prince—that he had the greatest delight in anybody else saying a fine saying, or doing a great deed. He would rejoice over it, and talk about it for days; and, whether it was a thing nobly said or done by a little child or by a veteran statesman, it gave him equal pleasure. He delighted in humanity doing well on any occasion and in any manner.

"This is surely very uncommon. We meet with people who can say fine sayings, and even do noble actions, but who are not very fond of dwelling upon the great sayings or noble deeds of other persons."

The ensuing extracts speak for themselves, and for their captations:

*Shyness of the Prince.*—"This defect (if so it can be called) in the Prince consisted in a certain appearance of shyness which he never conquered. And, in truth, it may be questioned whether it is a thing that can be conquered, though large converse with the world may enable a man to conceal it. Much might be said to explain and justify this shyness in the Prince, but there it was, and no doubt it sometimes prevented his high qualities from being at once observed and fully estimated. It was the shyness of a very delicate nature, that is not sure it will please, and is without the confidence and the vanity which often go to form characters that are outwardly more genial.

"The effect of this shyness was heightened by the rigid sincerity which masked the Prince's character. There are some men who gain much popularity by always expressing in a hearty manner much more than they feel. They are *delighted* to see you; they *rejoice* to hear that your health is improving; and, you, not caring to inquire how much substance there is behind these phrases, and not disinclined to imagine that your health is a matter of importance which people might naturally take interest in, enjoy this hearty but somewhat inflated welcome. But from the Prince there were no phrases of this kind to be had—nothing that was not based upon clear and complete sincerity. Indeed, his refined nature shrank from expressing all it felt, and still less would it condescend to put on any semblance of feeling which was not backed up by complete reality."

*Aversion to Flattery.*—"The Prince had a horror of flattery. I use the word 'horror' advisedly. Dr. Johnson somewhere says that flattery shows, at any rate, a desire to please, and may, therefore, be estimated as worth something on that account. But the Prince could not view it in that light. He shuddered at it; he tried to get away from it as soon as he could. It was simply nauseous to him.

"He had the same feeling with regard to vice generally. Its presence depressed him, grieved him, horrified him. His tolerance allowed him to make excuses for the vices of individual men; but the evil itself he hated."

*His Love of Knowledge.*—"He was singularly impressed with the intellectual beauty of knowledge; for, as he once remarked to her who most sympathised with him, 'To me a long, closely connected train of reasoning is like a beautiful strain of music. You can hardly imagine my delight in it.' But this was not all with him. He was one of those rare seekers after truth who carry their affections into their acquisitions of knowledge. He loved knowledge on account of what it could do for mankind.

"He never gave a listless or half-awake attention to anything that he thought worth looking at, or to any person to whom he thought it worth while to listen. And to the observant man, who is always on the watch for general laws, the minutest objects contemplated by him are full of insight and instruction. In the Prince's converse with men, he delighted in getting at what they knew best, and what they could do."

*His Love of Art.*—"He cared not so much for a close representation of the things of daily life as for that ideal world which art shadows forth and interprets to mankind. Hence his love for many a picture which might not be a masterpiece of drawing or of coloring, but which had tenderness and reverence in it, and told of something that was remote from common life, and high and holy."

*A Defect.*—"It has been said, that, if we knew any man's life intimately, there would be some great and peculiar moral to be derived from it—some tendency to be noted which other men, observing it in his career, might seek to correct in themselves. I cannot help thinking that I see what may be the moral to be derived from a study of the Prince's life. It is one which applies only to a few

amongst the highest natures; and, simply stated, it is this—that he cared too much about too many things.”

**Abiding Youthfulness.**—“Finally, there was in the Prince a quality which I think may be noticed as belonging to most men of genius and of mark. I mean a certain childlike simplicity. It is noticed of such men that, mentally speaking, they do not grow old like other men. There is always a playfulness about them, a certain innocence of character, and a power of taking interest in what surrounds them, which we naturally associate with the beauty of usefulness. It is a pity to use a foreign word if one can help it, but it illustrates the character of such men to say that they never become *blase*s. Those who had the good fortune to know the Prince, will, I am sure, admit the truth of this remark as applied to him, and will agree in the opinion that neither disaster, sickness nor any other form of human adversity, would have been able to harden his receptive nature, or deaden his soul to the wide-spread interests of humanity. He would always have been young in heart; and a great proof of this was his singular attractiveness to all those about him who were young. One gift that the Prince possessed, which tended to make him a favorite with the young, was his peculiar aptitude for imparting knowledge. Indeed, the skill he showed in explaining anything, whether addressed to the young or the old, ensured the readiest attention; and it would not be easy to find, even among the first professors and teachers of this age, any one who could surpass the Prince in giving, in the fewest words and with the least use of technical terms, a lucid account of some difficult matter in science which he had mastered—mastered not only for himself, but for all others who had the advantage of listening to him.”—*Ottawa Citizen*.

### 3. TRUTHFULNESS AS A HABIT.

Sometimes a child contracts a habit of untruthfulness from mere carelessness. A natural dullness of apprehension, or, on the other hand, an excessive quickness, may thus prove a snare. Some children, too, unconsciously mingle their own thoughts about a fact with the fact itself, and thus, even without designing to do so, get into the habit of misrepresentations. They must, therefore, be taught to observe carefully and relate accurately. The well known anecdote of Dr. Johnson and Mrs. Thrale so aptly illustrates this point that its repetition here may be very readily excused. “Accustom your children,” he said to Mrs. Thrale, “constantly to this: if a thing happened at one window, and they when relating it, say that it happened at another, do not let it pass, but instantly check them; you do not know where deviation from truth will end.” Mrs. Thrale objected to so strict an application of the principle, and replied, “Nay, this is too much. \* \* \* Little variations in narrative must happen a thousand times a day, if one is not perpetually watching.” Johnson rejoined, “Well, madam, and you ought to be perpetually watching. It is more from carelessness about truth than from intentional lying that there is so much falsehood in the world.”—*S. S. World*.

### 4. OBEDIENCE, THE MAINSPRING OF EDUCATION.

Obedience is the mainspring of education. In a child, docility holds the place of reason; little by little, reason will be developed, and the mother will relax the absolute authority of her will. She will explain why she orders, but she will do it only by degrees, and will preserve, up to the last moment, the important right of saying, “I command you.” There are many mothers who do not make up their minds to order a child, until they have vainly used caresses and promises; then, all at once, the inefficiency of their efforts renders them impatient, and they order in a fit of anger; the child submits with a bad grace, and silently criticizes the will which he has been thus taught to oppose. On the contrary, a prudent mother, if sometimes she judges proper to explain the order which she gives, does so only after having been obeyed; and the condescension is a recompense to the child for his submission, and a proof that he had reason to submit.

The orders which a mother gives, should be the result of her reflection; they should be expressed with deliberation, and they will be obeyed without trouble. Why should she not occasionally employ the absolute expression of her will in commanding a child to do something that may be agreeable to him; as, for instance, to play or to take a walk? This would be a means of separating the idea of constraint from that of obedience; but in all cases, agreeable or otherwise, let the order be irrevocable. It is the habit of obedience which forms the character. Learning, wit, talent, genius—these precious fruits of study or of nature—are too often spoiled by defects of character. The habit of obedience does not diminish courage, or generous independence, or strength of resolution; for a child submits entirely only to reason, and this salutary habit destroys the vague rebellion of the mind. Prepare him thus to have

respect for laws, to yield submission to necessity, and to possess resignation, the most powerful consolation in his misfortune. But to females it is especially useful to learn to obey. In this, is found the true source of their happiness.

### 5. LONDON AND THE QUEEN.

I was speaking in my last letter of the moral dimensions of London; let me mention a few of its big things physically. And it may seem incredible at first that London's greatest wonders and its most striking improvements just now, are under-ground. For example, the Metropolitan Railway is a very successful experiment in subterranean locomotion. This road traverses the city beneath roadways and houses, having large and well-lighted stations at intervals, so that passengers can easily find their way to and from the city above. This is probably but the beginning of extensive improvements yet to be made in this direction. It is a noteworthy thing in reference to all these great works of internal improvement, that they are constructed with a solidity and expensiveness which are perfectly astonishing. It is difficult to see how the companies can afford to buy their way through the heart of London, and to build at such an immense cost.

In passing along Fleet street, which is one of the Broadways of London, I saw the foundations of a splendid railroad bridge, which is to cross the street within pistol-shot of St. Paul's. London is persecuted by railway projects even more than New York. I was assured that the proposal for railroads in London which were laid before this Parliament, contemplated the use of an amount of space which would equal one quarter part of the entire city! One of these plans proposed to tunnel beneath the Religious Tract Society in Paternoster Row, and even under St. Paul's Cathedral! In one case it fell out that a single piece of property lay in the track of three railroad schemes, and three different surveying parties visited the premises in the same day. A joint Committee of the two Houses of Parliament was raised to consider these projects—a method seldom resorted to—which resulted in throwing out some two-thirds of the proposition at once.

A still more novel and wonderful thing in London, and perhaps the most remarkable affair in town, is the Pneumatic Dispatch, by which mails are forced through a subterranean tube from one district to another, in a very brief space of time. The atmosphere is first churned in a vast reservoir by steam power, and being thus concentrated, is suddenly admitted into the tube, forcing all before it. It is proposed to have the London mails distributed according to the postal sections on the trains as these approach the city, and on arriving, each mail is to be shot through to its place at once. And besides this an experiment is being made at the Crystal Palace grounds of propelling passenger cars by the same principle. Think of being shot through a huge pipe, underground, in two minutes, from the Battery to Harlem! A still greater subterranean enterprise is going on in London in what are called the Intercepting Sewers. You will remember the excitement which occurred in London a few years ago, about the impurities of the river Thames, and how Parliament was almost driven out of St. Stephen's Palace, by the stench of the river, which runs right by the edifice. Immense quantities of the chloride of lime were dumped into the river to sweeten it, and to prevent infection. At that time all the sewers of London poured their contents into the Thames. This of course, could not be endured. To remedy this, three immense intercepting sewers are being constructed on each side of the river, at a depth on the north side of some sixty feet below the pavement, so as to drain all the conduits and cess-pools of the city. These vast arteries are to convey the impurities of the city to a point on the river ten or twenty miles below London. It is intended to have a reservoir in which these drainings can be confined at will, so that they may be let out with the ebbing tide, and be carried quite into the ocean.

These great sewers will require six years to complete, and will cost one hundred millions of dollars. It is easy to see some such plan as this is the only way in which the Thames can ever be made sweet and healthy. But how few would think of this, or appreciate the vastness of the enterprise, as one which promises to be all controlling by and by in making London habitable and healthful.

Hyde Park. I was in Hyde Park the other Saturday between twelve and two o'clock, to see the aristocracy on horseback. It is notable, indeed, that at this time may be seen five hundred ladies and gentlemen, dukes and duchesses, noblemen and their wives and daughters, riding back and forth in a space of a mile long. By the side of this roadway is a promenade where as many fashionable people are gathered on foot, probably less aristocratic. What seems most curious to me is that this spot has but one name in London, and that is “Rotten Row;” or as the cockney calls it, “Wotten Wo.” I have been curious to find out the origin of this most extraordinary name; and the most satisfactory explanation is that it

is a popular corruption of the French "*Route de Roi*." London is never tired of seeing Equipage and Splendor. The Queen held a "Drawing Room" the other day, the reception being made by the Prince of Wales and his Royal Lady. The streets were crowded in the vicinity of St. James' Palace. The elegance in dress, carriage, harness, horses, liveries, and all that sort of thing is strange enough to republican eyes.

In the Royal Academy of Arts, I saw lately two daughters and a young son of the Queen. They were busily looking at the paintings in company with some noble gentlemen. They carried themselves very quietly and charmingly. They were of course the observed of all observers, while they acted as if they did not know it. There is something very pleasing in the devotion of the English to the Queen and her family. It is a feeling stronger than loyalty. It is affection. Royal blood is sacred in their eyes, and they throw around the royal family all the reverence and admiration which they are capable of feeling. I confess to being a very sturdy and incorrigible republican. I almost smiled the other day when I read that "His Royal Highness the Prince of Wales, had been graciously pleased to send fifty guineas to help a charity;" but yet let it be considered that this is a feeling which includes at once beauty and solidity. I am not dazzled with the glitter of royalty, but I am forced to feel a sympathizing appreciation of those sentiments which underlie the most fixed and unfaltering loyalty. When I was in a vast assembly recently not less than ten thousand being present, the choir sang "God save the Queen." It was in the Crystal Palace, where hats were worn, and at the first sound of the tune, every man rose and uncovered. I could not help doing the same thing.

#### 6. TAKING CHILDREN BY THE HEART.

A short biography of the late Professor Gausson, of Geneva, has lately been given in a Swiss religious publication. There we find the following passage relative to his boyhood.—"The vivacity of his ways, which yet were full of attractiveness, sometimes disquieted his mother, charged as she was with his education, and drove his teachers to despair. Yet his naturally tender and affectionate disposition placed a much-needed rein upon the outbursts of his wild gaiety. His mother and a little sister were the objects of his most tender care. Accordingly, when some new giddiness of the future theologian led to a visit from one of the Professors, 'Take hold of my son by the heart,' said his mother, and Louis Gausson was taken." Is not this the secret with most lively children?

#### 7. THE WAY TO EMINENCE.

That which other folks can do,  
Why, with patience, may not you?

Long ago a little boy was entered at Harrow school. He was put into a class beyond his years, and where all the scholars had the advantage of previous instruction, denied to him. His master chid him for his dulness, and all his efforts then could not raise him from the lowest place on the form. But, nothing daunted, he procured the grammars and other elementary books which his class-fellows had gone through in previous terms. He devoted the hours of play, and not a few of the hours of sleep, to the mastering of these; till, in a few weeks he gradually began to rise, and it was not long till he shot far ahead of all his companions, and became not only leader of the division, but the pride of Harrow. You may see the statue of that boy, whose career began with this fit of energetic application, in St. Paul's cathedral; for he lived to be the greatest oriental scholar of modern Europe—it was Sir William Jones.

When young scholars see the lofty pinnacle of attainment on which that name is now reposing, they feel as if it had been created there, rather than had travelled thither.—No such thing. The most illustrious in the annals of philosophy once knew no more than the most illiterate now do. And how did he arrive at his peerless dignity? By dint of diligence; by downright pains-taking.—*Life in Earnest*.

#### 8. WELCOME.

"Papa will soon be here," said mamma, to her three years old boy, "what can Georgy do to welcome him?" And the mother glanced at the child's playthings, which lay scattered in wild confusion on the carpet. "Make the room neat," replied the bright little one, understanding the look, and at once beginning to gather his toys into a basket. "What more can we do to welcome papa?" asked mamma, when nothing was wanting to the neatness of the room. "Be happy to him when he comes!" cried the dear little fellow, jumping up and down with eagerness, as he watched at the

window for his father coming. Now—as all the dictionary-makers will testify—it is very hard to give good definitions; but did not little Georgy give the very substance of a welcome?—"Be happy to him when he comes."—*Congregationist*.

#### 9. GIVE THE BOYS TOOLS.

In man there is what may be termed "making instinct," and our houses, garments, ships, machinery, and, in fact, every thing we use, are the practical results of instinct. How important, then, that this faculty be cultivated, and that the idea be at once and forever abandoned that none but mechanics require this great element of usefulness and happiness. Whatever a man's occupation, whether he be a farmer, a merchant, an artist, or a mechanic, there are hourly occasions for its practical application. Being thus general in its usefulness, the cultivation of this constructive faculty should be a primary consideration with parents. Skill in the use of tools is of incalculable advantage. It gives useful employment to many an idle hour. It prompts one to add a thousand little conveniences to the house, which, but for his skill, would never be made. In a word, it is the carrying out, in a fuller sense, of the design of the Creator, when he implanted the faculty of constructiveness within us. Let it, then, be cultivated in children. Indulge the propensity to make water-wheels and miniature wagons, kites and toy-boats, sleds and houses—any thing, in fact, which will serve to develop it and render it practically useful. Give the boys good pocket-knives, and, what is better, give them a good workshop. Employed in it, they will not only be kept out of mischief, but will be strengthening their muscles, exercising their mental powers, and fitting themselves for greater usefulness when they shall be called upon to take their place in the ranks of men.—*Scientific American*.

### X. Educational Intelligence.

#### CANADA.

—UNIVERSITY OF MCGILL COLLEGE.—THE CHANCELLORSHIP.—Under the recently amended statutes of the McGill College, the Governors are empowered to elect one of themselves as President and Chancellor of the University, the Principal becoming *ex-officio* Vice-Chancellor. The Governors have just unanimously elected the Honorable Chas. D. Day, LL.D. to be the first Chancellor. Peter Redpath, Esq., of the firm of John Redpath & Son, Sugar Refiners, and President of the Board of Trade, has been elected a Governor of McGill College University in place of David Davidson, Esq., who returned to Scotland to reside some time ago.

—BEAR CREEK SCHOOL.—The *London Free Press* learns that Thos. Scatcherd, Esq., M.P.P., who has always taken a liberal part in advancing the interests of education, lately presented the pupils of Bear Creek School, under the charge of Mr. John A. McDonald, with a valuable lot of books, as a token of his good wishes toward the above named school.

—WESLEYAN FEMALE COLLEGE, HAMILTON.—The Wesleyan College is a proprietary institution, the ownership being vested in a Joint Stock Company, of which the members are principally residents in and around Hamilton. The want of a Seminary to supply the educational demands of the rapidly increasing Wesleyan body in the Western section of the Province had been long felt. The "*Burlington Academy*," established in 1846, and discontinued in 1851, was the fruit of private enterprise, and its success, although not such as to warrant a single individual in embarking, unaided, upon a design of such magnitude, still was sufficient to give the present institution birth. Ten years elapsed ere the idea could be carried to its present practical issue. In 1859 and 1860 the enterprise was deliberately taken in hand. The project was thenceforward hurried on to rapid and successful completion. Stock-books were opened, and a few months saw the estimated fund raised; twenty-five thousand dollars was considered adequate, and at once appropriated for the purchase of an essential site and building; the "*Anglo-American Hotel*," at that time the largest structure west of Toronto, was in the market, selected, purchased and fitted out, and on the 19th of September, 1861, was inaugurated the Wesleyan Female College, of Hamilton, O.W., the clergy of the various denominations with a large body of citizens being in attendance, together with forty pupils whose names were entered for the first year. The Building is five stories in height, with cellar basements, extending east and west 200 feet, with an extent north and south of 120 feet. The College is situated on the south side of King Street, and commands a full



view of the "Gore," park and fountains; it combines admirably the three essentials of clear light, shady coolness, with ever varied and animated scenery. The building is of cut lime stone, painted brown, and designed to accommodate 250 boarders. A pavement, 20 feet broad, fronts the entrance, rendering egress cleanly in the worst of weather. Grounds supplied with appurtenances of gymnasia and kindred exercises occupy considerable space in the rear of the building, while covered walks enclosing a spacious play ground lend a pleasing appearance to the eye, and conduce to the healthful physical action to the inmates. Taking the exterior of the building as it is this portion may be said to comprise every requisite compatible with the space and material with which the projectors had to work, while that with which they had to work, comprised every essential to an incipient and future perfect Female College.

**The Interior.**—From the pavement you enter a hall 20 feet broad, in the centre of which stands the principal stair case of carved rose-wood. Branching from either side are rooms four in number. That on the right comprises the library and museum. On the left are the offices of the Institution. Passing onward, and at the extremity of the hall is the dining apartment, used for public examinations, lectures, &c. This room is ornamented with elegant designs of fresco and panel work, coat-of-arms of England, with the Americas; is 86 feet long by 70 wide, and serves admirably the double purpose to which it is applied, visitors and pupils being accommodated with ample room. The offices of the Institution on this flight are supplied with desks, tables, and every usual requisite. The hall paper is embellished with substantial landscape paintings, in oil, geological fossils, among which the *Icthyosaurus*, a reptile of the secondary period is noticeable. A number of rooms in the wings of minor import, conclude this floor. The principal rooms are on the second story, which comprises the Institution Drawing Room, 25 by 60. This room, used for the reception of visitors, and also by the pupils on particular occasions, commands a prospect of the city and fountains, and is furnished in the best style. Recitation rooms, and various apartments for the division of classes are also on that flight, together with sleeping apartments, sixteen in number. The apartments of the left wing are occupied by the several teachers and head professor as studies and resident rooms; there are six in number. Bath-rooms properly furnished, and supplied with hot and cold water, are constantly accessible, and are situated in the rear of this story. The rooms throughout are lofty and supplied with glass ventilators, and the air generally leaves impression of purity and health.

**The Library.**—This is a spacious apartment, furnished with tables and furniture for the accommodation of pupil readers and temporary visitors. The museum of the Institution is also a part of this division. Glass cases ranged the length of the apartment are crowded with tastefully disposed shells, aquatic remains, fossils and foliage specimens, forming in the main a substantial collection. Additions are being weekly made to this most interesting and useful department. The Library numbers 500 volumes. The works appear standard, and we could wish more numerous, but being at times augmented, the library will doubtless take its place as a College Library shortly. We cannot glance more than summarily at the course of instruction and discipline, &c., of the Wesleyan Female College. To obtain an outline of the various machinery in the working, our readers must themselves visit the establishment. The "Faculty" consists of a Principal and ten assistants, each, however, independent in their several departments. Natural Sciences, Classics, Mathematics, Music, Painting and Drawing in all its branches, together with the French, German and Hebrew languages are amongst the list of curriculum here taught. With regard to discipline, all harshness is discarded. Appeals to the better feelings of the pupil have always been made, and the remonstrance of such kindly spirit has invariably met with success. Expulsion in extreme cases from the Seminary is the only severity resorted to. Pupils attend whatever church they may belong to, and we are told that they number several Episcopalians, Presbyterians, and kindred bodies. Hours of study are from 9 a. m. to 4 p. m., with intermission, and each morning the exercises open by the reading of a passage of scripture by all the pupils in unison. The city of Hamilton sends many day-scholars, which omens well for the standing of the College. The first year 40 pupils were enrolled. In 1862 the list increased to 100, which is stated to be the aggregate at present, though an increase is expected at the September opening. We may add that the design of the Academy was to form a link between the common and private schools of the country, for females, on the same principle that the Grammar Schools are preliminary to the University for

males. The College, thus far, has fulfilled the most sanguine expectations of the projectors, and we have no doubt in the present judicious hands it will continue to do so.—*Hamilton Spectator*.

## BRITISH AND FOREIGN.

— **BRITISH AND FOREIGN SCHOOL SOCIETY.**—The fifty-ninth general meeting was held on May 9th, immediately after the public examination of the male and female students. In the absence of Earl Russell, the chair was occupied by Earl Granville. An abstract of the Annual Report was read by Mr. E. D. J. Wilks, from which it appeared that there were 196 young people of both sexes preparing for the work of teaching in elementary schools for the poor. At the Christmas examination for certificates, the result proved very satisfactory. Allusion was made to the appointment of Mr. J. G. Fitch, M.A., as one of Her Majesty's Inspectors of Schools, and the appointment of Mr. J. C. Curtis as his successor in the Principalship of the Normal College in the Borough Road. The attendance in the Boys' Model School in the Borough Road averaged 587, making a total admitted of 66,204. The report stated that there would be a diminution of nearly £2000 in the funds of the society for the next year, owing to the operation of the Minute of Council affecting training schools, and concluded with an earnest appeal for pecuniary assistance for the maintenance of the present important agency. Resolutions were passed approving of the report and the Society's proceedings; and addresses were delivered by Mr. S. Gurney, M.P.; the Rev. Messrs. Newman Hall, Titcomb, and Spurgeon, and Earl Granville.

— **A WOMAN DOCTOR.**—A woman has, for the first time in England, passed a first medical examination. She had applied to the University of London and of St. Andrews, to the College of Surgeons of London and of Edinburgh, and to the College of Physicians of Edinburgh—but all in vain. Each of these learned bodies refused to allow her to compete for the degree which would have given her legal qualification to labor in the cure of human ill, and finally she appealed to Apothecaries Hall, and having been examined in anatomy, physiology, chemistry, botany and materia medica, which she had studied for the prescribed five years, was successful in passing. A further course of eighteen months study is required, when, if proved duly qualified, she will receive a license to practice.

— **EDUCATIONAL EMIGRATION.**—The *Tyranny Herald*, an Irish paper, states that the President of one of the Colleges of the Christian Brothers, in the United States, is at present in the West of Ireland, and is engaged in taking down the names of national and other school boys, of from fourteen to twenty-five years of age, who are willing to go to America to have their education completed there, under the care of the Christian Brothers, and be thus fitted for filling positions of trust in connection with the Roman Catholic Church in this country. This offer, the same paper states, is being eagerly accepted by the young men, who are expecting, after a few years' drill, to take high stations in the Church and in the State.

— **ROYAL COLLEGE OF SURGEONS.**—The first statue to the memory of John Hunter, the greatest physiologist England has produced, and to whom the medical profession and the public generally are indebted for the finest anatomical collection in Europe, and upon which the Council of the College has expended nearly £1,000,000 sterling, has just been placed in the Hunterian Museum. It is executed in marble, and is from the studio of Henry Weekes, R.A., who well maintains in this statue his reputation as one of the first sculptors of the day. Hunter is represented in deep thought, seated in the chair which has been modelled after the one made by his own hands, and which the curious may see in the office of the conservator of the museum. The sculptor in producing this fine work has availed himself of the large picture of Hunter by Reynolds, which is now rapidly fading, notwithstanding the great care taken of this *chef d'œuvre* by the authorities.

— **SCHOOLS IN RUSSIA.**—Eight thousand school-houses have been erected in Russia since the emancipation of the serfs took place.

— **UNIVERSITY OF WILNA.**—The Czar is about to establish a Russian University in Wilna, "for the better representation of Russian interests in Lithuania," in place of the Polish University formerly existing there.

— **EDUCATIONAL PRIVILEGES IN FRANCE.**—Among the pupils, fully 6000 in number, of the lycées and colleges of Paris and Versailles, there has been customary an annual competition for three great Emperor's

prizes, as they are called, the winners of which, besides bearing their names proclaimed at the festival of distribution, the grandest in the academic year of the Parisians, are exempted from conscription, and admitted without fee to all Government Schools. A like privilege has just been granted to the pupils, nearly ten times as numerous, of the provincial lyceums and colleges. The pupils of each academic district are first to compete among themselves in order to ascertain the presumptive prizemen—*lauréats*—in each; the *lauréats* of all the provincial academic districts will then compete for three, equal in every respect to those competed for in the metropolitan district. So great a value was set on the Emperor's prizes, given till now only in the metropolitan district, that the provincial lyceums and colleges very generally lost such of their pupils as had any chance of succeeding in the competition for them; and the present extension of the privilege aims expressly at "reviving provincial life, and rekindling centres of light, more than one of which burned brightly in the past."

— The Quakers are establishing a college in Pennsylvania. It is incorporated as Swathmore College, and about \$40,000 have been paid towards the enterprise.

— WILLIAM H. WELLS, Esq.—This distinguished educator has been compelled to resign the office he has honored so long as City Superintendent in Chicago, and henceforth promises himself easier work, with more money, in other fields of labor. The Chicago papers contain the announcement in the following terms:—"The Resignation of William H. Wells, Esq.—Yesterday, at the meeting of the Board of Education, William H. Wells, Esq., the Superintendent of the Public Schools of Chicago, resigned his office, the resignation to take effect at the close of the present school term. We understand that he resigns the post of School Superintendent to take charge of the Illinois Branch Office of the Charter Oak Life Insurance Company. As was felt by all, the retirement of Mr. Wells is a calamity to the public schools of Chicago. Able, accomplished, and thorough in all things, he practised a courtesy that reached all hearts, and a firmness that commanded universal respect. He is a man among thousands, and difficult indeed will it be for the board to find any person to succeed him who will bear himself in office as honorably to himself and so satisfactorily to the public."

## XI. Literary and Scientific Intelligence.

— SOCIAL SCIENCE ASSOCIATION.—At the request of the Council, the Executive Committee has prepared a report on the constitution and operations of the Association. They suggest that the departments should be reduced from six to four, viz.:—*first*, Jurisprudence and the Amendment of the Law; *second*, Education; *third*, Health; *fourth*, Economy and Trade. The department of Reformation has been embraced in that of Education; the department of Trade and International Law, partly in that of Jurisprudence and partly in that of Economy. It is suggested, at the same time, that the departments may be subdivided into sections when it is found advisable. As to the mode of conducting the proceedings at the Annual Congress, the following suggestions are made:—"That the principal subjects for discussion be fixed by the Committees of Departments, in the form of questions, sometime previous to the annual meeting, and with a view, among other considerations, to the specialities of the members likely to attend; that no department or section take up more than one such question on any day; that the committees obtain reports and papers to open the discussion on these questions, without subjecting the authors to the twenty-minute rule; that other papers, nevertheless, may be sent in under that rule at the option of the authors; but that the committees take care that the total number of papers read do not occupy more than one half of the day, the other half being reserved for discussion, under a limit of twenty minutes for each speaker; and that the papers not read may, nevertheless, be published in the *Transactions*, if the council think fit." A new law provides for holding an Annual Business Meeting of the members, at the office of the Association, for the election of the officers and the reception of the accounts. The Eighth Annual Meeting will be held at York, from the 22nd to the 29th of September next, under the presidency of Lord Brougham.

— THE NEW COMET.—Astronomers inform us that the face of the heavens is again about to be changed by the presence of one of those mysterious wanderers of the celestial spaces which from time to time, come into view clothed with great splendour, majestic proportions, and

awfully significant form. This visitation is altogether unheralded. The comet was discovered with a telescopic object, simultaneously at Marseilles and Bologna on the morning of the 6th ultimo. Its parabolic elements, as provisionally determined, indicate that it has never before been observed, at least so as to be computed; and that its future geocentric positions are favourable for its being seen in the evening and morning skies. The time it requires to move around the sun and its physical traits remain therefore, to be ascertained. The last comet of considerable magnitude, visible to the eye, was that discovered at Cambridge by Mr. Tuttle, about midsummer, 1862. It had the form of a Turkish scimitar, and moved out from the north with its convex side in advance. While traversing the arctic constellations it was a marvellously sublime spectacle, and attracted universal attention. The stars shone through its gigantic form, giving it a wondrously picturesque aspect.—Unfortunately this fine comet does not reappear till after the lapse of nearly a century and a half.—*Boston Courier*.

— SCHOLAR IN NAPLES.—Prince Ottaviano, governor of the Royal Palace of Naples, applies his salary of 1,000 fr. a month to purposes of charity or advancement of science and literature. With the latter intention he has just offered a prize of 1,000 fr. for the best comedy written in Italian by any inhabitants of the Southern provinces of Italy. The pieces are to be sent in to the said Academy on or before the 15th of October.

— THE QUEEN'S MEMOIRS.—The *Oxbourg Gazette* states that Queen Victoria is engaged in writing her own memoirs, and that this accounts for her withdrawal from Court receptions, &c.

— BOOK AND COINS.—A very curious book has been published by Harper Brothers, New York, on the "Current Gold and Silver Coins of all Countries," with nine hundred *fac-simile* illustrations in silver and gilt values and denominations. Among the curious facts which it brings out, is the one that the Austrian dollar, coined at the present day, is the exact copy of the dollar of Maria Theresa of 1780.

## UNIVERSITY OF VICTORIA COLLEGE.

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*General Pathology*—Hon. John Rolph, LL.D., M.D., M.R.C.S., Eng.

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*Medical Jurisprudence*—Charles V. Berryman, M.A., M.D.

*Practical Anatomy*—J. A. Williams, M.D.

*Curator of the Museum*—S. P. May, M.D.

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Toronto, August 24, 1864.

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July, 1864

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Education Office, Toronto.

TORONTO: LEVINS AND WILSON, PRINTERS.

# JOURNAL OF

Upper



# EDUCATION,

Canada.

VOL. XVII.

TORONTO: NOVEMBER, 1864.

No. 11.

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## THE GREAT SCHOOLS OF ENGLAND.\*

ETON School is a school attached to a collegiate foundation, the legal title of which is "The College of the Blessed Mary of Eton, near Windsor." As originally constituted in 1441, the college was designed to consist of a provost, 70 scholars, 10 fellows, 10 chaplains, 10 clerks, 16 choristers, one head master, one lower master or usher, and 13 bedesmen. In the reign of Edward IV., when it was deprived of some of its estates, the number of fellows was reduced to seven. The college now consists of a provost, seven fellows, 70 scholars, a head and a lower master, three conducts or hired chaplains, 10 lay clerks, and 12 choristers, besides 10 servants—the place of the bedesmen being occupied by 10 almswomen.

Although strictly subordinate to the college, the school has so greatly outgrown the original foundation that it must now be regarded as a distinct institution. The distinction is, however, only roughly practicable, the two branches of the foundation being necessarily entwined with each other. Of the masters of the school two only (the head and lower master), and of the scholars seventy only (called "Collegers" or "King's Scholars") are members of the college—the other scholars, constituting the great bulk of the school, living out of the college, and hence called "Oppidans" or "Town Boys." Some of the officials of the college are, and some are not, connected with the school;

\* Abridged from the Report of the Royal Commissioners on Public Schools. Availing ourselves of the valuable information presented in the Report, we propose in the present and succeeding numbers to give some account of the foundation, progress, and course of study of each of the schools embraced in the inquiries of the Commission.—*Eng. Educational Times*.

and the site, finances, and government of the one are inseparably mixed up with the other.

The school contains at present altogether from eight to nine hundred boys. The numbers in the list published at election 1861 were as follows: Upper school, 730; Lower school, 99—total, 829. Deducting the seventy King's Scholars, the number of "Oppidans," or boys not on the foundation, was thus 749.

In 1862, there were 840 boys, and therefore 770 Oppidans.

We have no account of the rise of the school. That the founder of Eton, like the founders of Winchester and Westminster, desired and intended that the benefits of his grammar school should not be confined to a single class, is sufficiently clear from the statutes. The statutes of Eton College contemplate distinctly three classes of scholars:—

1. Foundation boys (King's Scholars), lodged, fed, and in part at least clothed, by the founder's bounty.
2. Boys lodged and fed by the college with the foundationers, but at a charge sufficient to cover the expenses of their maintenance.
3. Boys resorting to the school for instruction, but not boarded within the college (Oppidans).

The boys in the second class, styled in the second class "Commensales," sons of noblemen and gentlemen, answering exactly to the Pensionarii at Westminster, and to the Commoners and Pensioners at the colleges of Oxford and Cambridge, did formerly exist at Eton, there is no doubt. The first Cavendish Earl of Devonshire, then a boy of nine, with his elder brother and a servant, was admitted on these terms in the year 1550. Between 1564 and 1648 the old audit books of the college contain the names of the "Commensales" who dined in hall during that period, varying in number from 37 downwards. They have entirely disappeared since the Restoration.

The original number of "Kings Scholars" does not appear to have been at any time increased, and the Oppidans have thus for centuries constituted the great bulk of the school.

The division of the school into Upper and Lower does not appear to have been created by the Statutes, but to have arisen from the necessity of providing some preparatory instruction for the younger pupils who were unqualified to enter upon the regular studies of the school. The lower master—the *ostiarus* or usher of the original foundation—is now the head master of the Lower School, subject to the control of the Provost. The subjects taught are elementary classics, history, geography, arithmetic, writing, and dictation. Hardly any age is considered too

early, nor any age under fourteen too late, for admission into the Lower School. The general rule appears to be that boys may enter as soon as they are able to read, and they remain in it until they are fit for the Upper School.

The old series of six ascending forms, consecrated by usage in most of the great schools in this country and in Germany, still subsists at Eton; but not for the purpose for which it was originally established—that of instruction in school. For that purpose, a “form” must of course be of manageable size, and composed of boys nearly equal in proficiency. The lowest three forms at Eton belong to the “Lower School,” while the other three belong to the Upper School. There are, in fact, eleven forms or subdivisions of forms in the Upper School, and a boy who advances regularly from the bottom makes ten steps to reach the top, each step marking in theory at least, a grade of proficiency. The form and remove in which a boy is, denote his stage of advancement and his rank in the school; but the forms first, and then the removes, have gradually grown too large to be handled by a single master; and it has been thought better for the purpose of teaching in school, to distribute the whole mass afresh, without disturbing the organization already described, into groups of manageable size called “divisions,” each of which has a master of its own. The number of divisions may be multiplied or diminished from time to time without affecting the number or arrangement of the removes, of which it is wholly independent; thus boys in different divisions may be in the same remove, and *vice versa*; and a boy may possibly be promoted into a higher remove without quitting his division or changing his class-master. The division, therefore, in which a boy is, marks the master by whom he is taught, and the group of boys with whom he goes into school, for the time being. Sometimes, too, a boy passes over a whole division without entering it. In 1861 there were 17 divisions in the Upper School.

Before admission to the Upper School, a boy has to pass an examination, consisting of some easy translations from English into Latin, prose and verse, and from Greek and Latin into English. The standard is low; and nobody would believe, says Mr. Balston, how poor are the results obtained. If the candidate cannot come up even to this low standard, as is often the case, he is permitted to enter the Lower School, which, as already stated, admits any boy who is able to read. There is no inferior limit of age; no boy is admitted after 14, except on special grounds; and no boy can be placed, on entrance, higher than in the lower part of the remove, or seven steps from the top of the school. The average age of entrance is from 12 to 14, and the average time of remaining at school four or five years.

The general government of the whole school, upper and lower, is vested in the head master, subject to the control of the provost. The discipline and classical instruction of the Upper School were, in 1861, shared by the head master with seventeen assistants; the lower master, with four assistants, having the like charge of the Lower School.

The head master is, by the Statutes, to be a Master of Arts, “if such can be procured conveniently,” sufficiently instructed in grammar, and experienced in teaching, unmarried, and not holding ecclesiastical preferment within seven miles of Eton. He is not required to be a clergyman, nor to have been educated at Eton; but, practically, he is always both the one and the other. In his case, as in that of the Fellows, the condition of celibacy has become absolute. He is elected, and may be deprived, by the Provost and Fellows.

Although the head master governs the school, he governs it under the control of the provost. This control is not, like the power of the governors in most other great schools, an almost nominal check—it is active, extensive, and minute. No assistant master can be appointed, no holiday or half holiday given, no alteration of the school hours made, no new school-book, or new edition of a school-book, introduced by the head master without the provost's sanction. This control applies not only to matters of real importance; “it has always been exercised even in the smallest matters.” Such is account given of it by the provost and fellows themselves.

This relation between the provost and head master springs historically from the old position of the latter as a subordinate officer of the college—“*conducit et remittit*,”—and subject to the control of its head. His statutory position is still the same as it was when the school contained only the 70 foundation boys, with such few “*Commensales*” and day scholars as could be taught with them by a master and usher. And whilst the number of the Oppidians has gradually increased, the provost has been constantly resident on the spot; and both provost and fellows have been men who, having spent much of their own lives as masters in the school, were naturally disposed to claim and exert a control over the working of it, and to receive, perhaps, with more or less of reluctance, alterations suggested by their successors which had not been deemed necessary by themselves. Different opinions have been expressed on the

question whether this control is or is not beneficial to the school. The opinion of the fellows collectively is strongly in its favour.

The course of study at Eton was until 1851 exclusively Classical: it now embraces both classics and mathematics. There is a teacher of French attached to the school, who resides at Eton; there is also a teacher of German, and one of Italian, who do not reside there; and lectures on Natural Sciences are delivered occasionally to such boys as choose to attend. In these subjects and in drawing, some instruction may be obtained by boys who are willing to pay for them as extras. But they do not enter into the course of study, and many boys leave Eton without having learnt there any one of them.

The teaching of the classics at Eton divides itself into two branches—teaching in school, and teaching out of school, or in pupil-room; and the large proportion which the latter bears to the former constitutes the chief peculiarity of the Eton system. The teaching out of school again, consists partly in the preparation of lessons which are to be construed in school, and the correction of exercises which are to be shown up in school; partly in private reading, the choice and direction of which rests wholly with the individual teacher, and which is quite independent of the school-work. Every assistant master has a share in this double teaching—in school, as a master in charge of a division—out of school, as a tutor, and every boy stands in a double relation to his tutor and to the master of his division, so that, except during the short time which he passes in the school division of which his tutor has the charge, he is under a double system of instruction at almost every point in his school life. The head master takes a division, but does not act as a tutor.

The work in school consists in construing and in repeating passages learnt by heart from Latin and Greek poets. Including the time spent in showing up compositions previously corrected by the tutor, a boy is in school on an average not more than two hours and a half on a whole school day; a lesson usually takes from 35 to 50 minutes. The real work is done out of school in “pupil room,” under the tutor, who not only goes over the pupil's exercises and construing before they go up to the division master, but goes through a large amount of private reading on any subject on which he may find the boys deficient besides. Thus to a course of reading in school, which is narrow and incomplete, is superadded another course which the tutor may make as elastic and discursive as he pleases, it being left entirely to him to supply the amount and kind of instruction which the character and capacity of every individual boy may render desirable. The large amount of repetition and of Latin verse composition, and the sameness and narrow range of the reading in form, are among the chief peculiarities of Eton school-work; to which may be added, also, the large use of extract-books instead of original authors.

Fifty years ago, the boys at Eton were taught, or supposed to be taught, in large masses, and the curriculum through which they were conducted was much narrower than at present. The whole of the sixth form, with the upper fifth—198 in all—were, under Dr. Keate, heard together. The number of masters in the Upper School was, in 1812, only six, and the average number in each form 80. The average number in a division does not at present exceed 40; the largest is 48; the smallest (the head master's) 32. There is a greater infusion of Attic authors than formerly in the higher divisions; but Homer, Virgil, and Horace continue to be the staple of the teaching in school.

A boy reads no Greek dramatic poetry in school till he reaches the very top of the fifth form; he may, and probably does, in all cases, read some in pupil-room, but this depends on the taste or judgment of his tutor. The Greek historians and Livy he reads only in extract-books.

The quantity of Latin and Greek poetry learnt by heart is very large. Speaking generally, every lesson which is construed is also learnt by heart. A boy has to say 80 lines of Homer, and 60 lines of some other author alternately five days in the week. But the manner in which it is heard by no means ensures its being learnt by all the class; and the quantity exacted, it is stated, “has very often the effect of making the exercise of memory mechanical and slovenly, and therefore worse than useless.” A Latin theme is done every week in the fifth form and remove; translations into Latin prose very rarely. There is little or no Greek prose, and no English writing, prose or poetry, except two essays in a year for the sixth form.

In the judgment of the present provost and head master, the divisions are now reduced to a convenient size. And it appears to be the general, though not the universal, opinion of the assistants, that 40 is a perfectly manageable number, and is indeed to be preferred to a smaller, as more easy to keep alive, and better calculated to quicken the interest and call out the powers of the teacher. That it requires some skill in handling appears to be admitted, and that there is some difficulty in making the process of “calling up,” and the dread of being called up a thoroughly effective stimulus, each lesson lasting only about three quarters of an hour; and this is a

difficulty to which some of the younger masters do not appear to be insensible.

In the divisions of the fourth form and remove, places are taken during the lessons; but not higher, unless the master of a particular division should think fit to adopt this course.

Every Classical Master is paid, as such, 42 guineas a year by the head master, and this petty payment is supposed to remunerate his work in school. As tutor, he receives £10 10s. from each pupil. If he has a boarding house, he receives £120 from each boy in it, the payment for board being blended in one sum with that for tuition. The King's Scholars are distributed among the tutors by private arrangement.

The subject next in importance to Classics in the school course is Mathematics. Before the year 1836, there appears to have been no mathematical teachers of any kind at Eton. There was a titular teacher of writing, arithmetic and mathematics; but he appears not to have taught, or been competent to teach, anything but writing and arithmetic. In 1851 mathematics were for the first time incorporated into the regular work of the school; and Mr. Hawtreys was made Mathematical Assistant Master, which placed him on the same level as the Classical Assistants. His own assistants, however, did not share in this elevation; they became or remained only "assistants in the Mathematical School," which position they still occupy. The distinction is by no means a merely nominal one; they have no share, as every Classical Assistant Master has, in the right and duty of maintaining discipline out of school; they cannot act as "tutors," and they are excluded from all but the inferior boarding houses, and are only allowed then to charge at the same rate as the "dames."

The time given to mathematical teaching at Eton is three hours a week throughout the school, besides an exercise (called by the boys "Extra work") between each lesson. In the "trials" or examinations for removes, the highest marks in mathematics are allowed one-fifth of the value assigned to the highest marks in classics. A boy's advance in the mathematical school is regulated on the whole, though not exactly regulated, by his advance in the classical school; and thus a good mathematician may be kept most of his time at school in mathematical classes much inferior to him, unless he happens also to be a good classic. A boy in the fourth classical division may be ranked in the mathematical school above all the boys in the third; but he must remain behind all those in the second, though they may be worse mathematicians than he.

The mathematical reading of an average boy extends to the first part of Colenso's Algebra, and four books of Euclid. A "fair number" read trigonometry; a few advance to conic sections, and fewer to analytical geometry, which is the highest point. The differential calculus has never hitherto been reached by any boy in the school. Euclid and Algebra are begun in the fifth form, and the rule is that a boy does not get into the fifth "until he has a fair knowledge of arithmetic, including the rule of three and its application, fractions and decimals."

History and geography, ancient and modern, are taught only in the division below the fifth form. Each master in the fourth form and remove chooses for his division what book and what portion of history he thinks fit, and afterwards reports what he has set to the head master. The elements of modern history are regularly taught in the Lower School. In the lower part of the Upper School the subject is changed from modern history to ancient; and although lessons are set commonly in the fourth form, and more rarely in the remove, yet so soon as these forms are past, all direct instruction ceases, and boys are left to the inducements supplied by examinations and the opportunities given by holiday tasks to continue and extend their reading. In the two highest divisions of the school essays are occasionally set on historical subjects.

Teachers are provided for modern languages (French, German, and Italian), but, as already stated, the study of these is entirely optional. The French class had, in July, 1862, 75 attendants, (the number has been as high as 130), the German class 25, and the Italian 3.

Physical science is not systematically taught, but lectures are delivered once a week during the two winter school-terms, by men of eminence, on scientific subjects. At the end of each lecture questions are proposed for the best written answers, to which a prize is awarded; and at the end of the course, questions are again proposed to be answered from recollection. Drawing is regularly taught by the visiting master, and a room fitted up with models and examples is open for four hours a day to those who wish to join the class. The instruction given is in artistic, not elementary drawing. Practical geometry and military plan drawing are taught in the mathematical school.

Music is not taught in the school. Those who desire it, are at liberty to take private lessons; and two of the tutors have private musical classes.

The system of promotion from class to class is peculiar. "Re-

moves," as they are called, take place twice a year, in June and December. At each remove each subdivision of every form in school, except the sixth and the upper division of the fifth, is promoted in a body and take rank as the subdivision next above it. Thus the boys in the lower remove of the fourth pass in a body into the middle remove, and the following half year they pass in the same way into the Upper remove. The half-yearly removes within each form take place without examination; but before the remove from form to form, examinations called "trials," of a very easy kind, are held, by which the fitness of each boy to pass into the form above is tested, and the places of the boys within the form are also determined. A boy who fails to pass the "trials" (a very unusual occurrence) remains in the form in which he is, and thus sinks into the remove below his own. On the other hand, a clever boy is sometimes allowed, on the recommendation of his tutor, to offer himself for a double remove. Thus, taking the divisions as A, B, C, D, a boy in A may either take the examination of his own division and pass into B, or he may take the examination of B instead, and if he succeeds in beating two-thirds of the boys in it, he will be at once promoted into C, without passing through B at all. As a general rule, however, a boy remains during the whole of his stay at Eton in the remove in which he is first placed. The system of removes ends with the upper division of the fifth, from which point promotion into the sixth takes place by seniority only.

The 70 "King's Scholars" or "Collegers" are elected by the provost, vice-provost, and head master of Eton, and the provost and two fellows of King's College, Cambridge, after a competitive examination which is open to all boys from any part of England. Although, generally speaking, of a somewhat lower social grade than the Oppidans, the King's Scholars constitute intellectually the élite of the school, and it is by them chiefly that the reputation of Eton at the Universities has been and continues to be sustained. They are exclusively eligible to Scholarships at King's College, Cambridge, of which there are four open annually—the successful candidates being chosen by competitive examination. The maintenance and instruction of a King's Scholar is not wholly gratuitous. He pays fees to his tutor, notwithstanding the express provision of the Statutes; and various other small sums, amounting in all to £25 per annum; and his expenses for travelling, pocket money, &c., raise his expenditure altogether to about £40. The average expenses of an Oppidan may be set down at about £200 per annum. With economy, and by omitting extras, such as modern languages and drawing, this sum may be reduced to about £150, but under any circumstances an Education at Eton must be considered an expensive one.—*English Educational Times*.

## II. Papers on Practical Education.

### 1. QUESTIONS ON SCHOOL MANAGEMENT FOR MALES IN THE ENGLISH NORMAL SCHOOL.

1. Write full instructions for a pupil teacher about to take charge of the reading lessons in a class of children of average attainments, between 6 and 7 years of age.
2. What method of teaching the elements of reading is adopted in your practising school? What do you consider to be the principal advantages of that method? or, which method do you recommend from your own experience?
3. Make out a list of faults to be avoided by teachers in superintending lessons in penmanship.
4. Give a clear and full account of the system by which children are best instructed in spelling and in writing from dictation, together with an accurate estimate of the quantity of dictation that ought to be done in 25 minutes by a class of girls between 11 and 12 years of age.
5. What are the principal causes of the failures of girls under examination in arithmetic? By what expedients are those causes most effectually counteracted?
6. Give an accurate estimate of the quantity of work which ought to be done in the time allotted for arithmetic every week. How can the results be registered and defects corrected most effectually?
7. By what exercises are faults in articulation best corrected? What letters and combination of letters, present the greatest difficulty in teaching? Give instances of the best mode of teaching children to read words containing such combination.
8. To what extent should simultaneous reading be allowed? Give an estimate of the quantity of words each girl in a class of 20 children between 9 and 10 years old ought to read in a lesson of 30 minutes?
9. Prepare full notes of lessons on two subjects from the subjoined list:—The cow, sheep, or pig. The bee, or butterfly. Poisonous herbs. Parts of a flower. Coal, or iron. Leather, candles, or soap. Good temper. Truthfulness. Neatness and cleanliness.



10. What are the chief principles to be kept in mind in giving instruction to young children? What technical terms are especially to be avoided in giving collective lessons to young children? Prepare a list of such terms and of the expressions which you would substitute for them as more intelligible, and better adapted to their capacities and wants.

**INFANTS.**—The following questions have special reference to Infant Schools:—

1. In what respects should a school-room for infants be fitted up differently from one for older children? Why?

2. State exactly how you would proceed in teaching the letters of the alphabet to infants. What difficulty arises from the names of the letters in teaching to spell?

3. State exactly the lessons on which you would depend for cultivating the memory of infants.

4. Describe the principal expedients which have been devised for facilitating instruction in the first elements of writing.

5. State the exact means by which you would endeavour to teach infants to speak in a proper tone, and with proper clearness.

6. Write notes of a lesson on the human hand; or foot; or eye; explaining distinctly your object in giving the lesson, and the means by which you propose to make it intelligible and attractive.

7. What exercises are best adapted to teach infants to observe, and to give an account of common objects?

#### QUESTIONS ON SCHOOL MANAGEMENT FOR FEMALES IN THE ENGLISH NORMAL SCHOOL.

1. In a school of 100 girls between 7 and 12 years of age, what proportion of time should be allowed in the course of a week for each subject of instruction? Support your statement by satisfactory reasons.

2. What assistance would you require in order to give efficient instruction to every class? Supposing that you cannot get efficient pupil-teachers, what substitutes would you propose to employ? Write out the instructions you would give to each of your assistants with special reference to the faults most commonly committed in teaching elementary subjects.

3. What are the best arrangements for lessons in arithmetic? State fully, and give reasons exactly, for the causes of the frequent failures in this subject, and the methods by which you propose to counteract them.

4. By what plans would you collect and present, in a clear and complete form, the results of an examination of your school in all elementary subjects?

5. How would you ascertain and enable your school managers and the Inspector to ascertain the circumstances which would justify you in presenting girls for examination in a group below that to which they would properly belong by reason of their age?

6. State the moral faults to which you have found girls of various ages most liable; and explain clearly the principles which you should bear in mind in dealing with them.

7. How far, and under what circumstances, is it advisable to bring cases of misconduct or perversity under the notice of a large class of children?

8. Show the effects of injudicious punishments upon the temper and character of children.

9. Upon what principles and qualities does the moral influence of a school mistress chiefly depend?

10. Write a letter which, in your opinion, would produce a good effect upon a pupil-teacher who is in danger of losing her influence by some special fault which may have come under your notice.

11. How far should emulation be encouraged as an incentive to exertion?

12. Give the heads of an address to girls about to leave school, pointing out the qualifications most important to persons employed in household work.

#### School Registers.

What is the meaning of the word "average?" Give a full explanation of it.

What is the exact method of finding the three following numbers from Class Registers:—

- (1) The average weekly attendance,
- (2) " quarterly "
- (3) " yearly "

What approximate method of finding (2) and (3) is sometimes used? When will the approximate method give the same result as the exact method?

Which method was adopted in the school in which you were a pupil-teacher?

What is the exact method of finding the average annual number of attendances "of each child present at all."

#### 2. SOME OF THE ANSWERS TO THE FOREGOING EXAMINATION PAPERS, WITH REMARKS.

**Ans. to QUESTION 1.**—An "average" is an intermediate quantity between a number of unequal quantities, and is such that the sum of the deficiencies is equal to the sum of the excesses.

By inspection of these results, however, we obtain another view of the term. It may be seen that it is the result obtained by dividing the sum of a number of unequal parts into an equivalent number of equal parts. The result is such that when multiplied into the number of equal parts the sum of the unequal parts.

Thus, suppose the attendance of a school to be as follows:—

Monday, . . . 32 . 40	Thursday, . . . 48 . 35
Tuesday, . . . 37 . 39	Friday, . . . 42 . 33
Wednesday, . . . 43 . 51	
Total, . . . . .	400

Here it is required to find such a number of children as had they been present the whole of the week, their total attendances would have been equal to the total of the usual attendances (400). By dividing 400 then by the number of half days, we get the result 40. And  $10 \times 40 = 400$ .

Again, suppose in a school 50 attend during the week, out of which 30 attend the whole week, 8 8 times, 7 for 6 times, and 5 for 4 times. Now to find the average attendance for each child present at all, we must distribute the total attendances ( $426 = 213$  days) among the whole of the children which attend,  $\frac{213}{50} = 4.26$ .

Suppose the school times to be 10 and the average attendance 74. Then  $10 \times 74 =$  the number of attendance marks distributed in equal portions among the 74 children. That is, 740 is the sum of the unequal marks obtained by more or less than 74 children, as the case may be on each day, but their total attendance is the same as 74 children attending the whole of the week.

Again, if the average number of half days be 9, and the number present at all be 30, the  $7 \times 30 =$  the number of attendance marks gained by an unequal or variable number of children distributed in equal portions among those who have been present at all.

**REMARKS.**—This is a complete answer. Every point of the question receives attention and illustration, and there is evidence of a full mastery of his subject by the writer. Its defects are in the composition rather than in the matter or arrangement. Thus the opening definition is deficient in precision. It is not stated but left to be inferred that the average is the number, of which the sum of the deficiencies of the numbers below it is equal to the sum of the excesses of those above it. Again, "meaning" would be better than "view" in the phrase, "another view of the term."

**QUESTION 5.**—The great difference between reading and arithmetic in the progress is to be found in the fact that arithmetic is of a much more systematic nature than reading. True, every branch of instruction or education has its successive steps; but in arithmetic the mastery of each step is absolutely necessary to the understanding of the subsequent parts.

So that if a child is placed in a class too high for him, he may find something in common with the others which he can master in the reading lessons, but in arithmetic he can find nothing if he has not mastered the previous rules on which those in this class depend.

Again, reading is a thing which enters more into the child's daily life than arithmetic. Not a day passes but he sees something before him to read, and when a child has been once started he takes a delight in practising his knowledge and memory on any object he may chance to meet with.

This will apply to arithmetic, but in a much more limited sense. *Expedients to provide for this—(in classification).*

The only way to surmount the difficulty entirely is to have a separate classification for each subject. Children may often be equal in ability to read, while in arithmetic their attainments may be widely different. Unless this plan is resorted to there is evident unfairness to the child, whose progress in one subject at least is retarded.

Many find a difficulty in doing this, however, from lack of teaching power. This is the case in most of our national schools, where there are often only one or two pupil teachers. This may be obviated, in a great manner, by adopting the monitorial system. A skilful teacher, with a thorough and efficient staff of monitors will often work as well.

If this difficulty should be found to be great, the teacher might have a separate classification for arithmetic only, thus throwing the work of having one subject throughout the school at the same time, or one lesson only.

Then, again, in the work there should be more splitting up into drafts than in reading. It depends, however, on which branch of arithmetic is taken. Of instruction in rules and principles, then the classification should be very minute. If only for silent practice, it would require only about the same number of classes as for reading.

A plan adopted in some schools is to send out a whole class, or oftener a draft of the first class among the rest of the school. Each

with his little group may then be able to aid them in removing the difficulties experienced by young children in arithmetic.

**REMARKS.**—This answer has its good points. There is equal evidence that the question has not been misunderstood, but there lacks on the part of the writer that practical conception of a school working which the question required, to have enabled him to answer it properly. The defect is one often found in learners, who are generally—perhaps unavoidably—more concerned to fix in their memory the verbal matter of their books, than to realize that which lies under it. Of course experience alone in this case could give this power; but experience, though necessary to the conception, does not always produce it. This is evident, not only from the answer before us, but from the fact that the real difficulty in classifying for arithmetic has never been met in many schools, nor even guessed at. Hence the discrepancies which are found in children's attainments, though in the same class, discrepancies which are not found among the members of a reading class. Occasional splitting up of a school into minute parts, and appointing a boy from an upper class to each, is doubtless better than the individual mode found in some schools, or the slovenly classes found in others, but it is too irregular a mode to obtain sound progress in a subject of so many distinct stages.

**QUESTION 8.**—Why should school be made attractive to children? It is important that children should feel school a delight. "School is a pleasure" should not merely be a song, but a reality with the children. Few things remain as permanent to do us any good, when we have associated them with feelings of pain, or it may be of disgust.

1. *Childhood a happy period.* God has made childhood pre-eminently a happy period. The happy buoyancy of childhood and youth are so ordained for wise and good purposes. If we then aid this cheerfulness we are co-workers with God. On the other hand, if we make childhood dull and cheerless, we are acting in direct opposition to this law.

2. *It is the best condition for imparting instruction.* When there is cheerfulness in the mind of the child, a high degree of mental activity may be expected. There is an energy and zeal about the manner which shows there is delight taken in the work. But if there is a school in which there is no sympathy with child nature, and instead of the sunshine of cheerfulness, a cold and harsh discipline, and the teacher's manner repelling, the children at once dislike school. The acquisition of knowledge becomes associated in their minds with pain, with dark and threatening looks, and with constraint. This is evidently the reason why we find some children almost overjoyed at the thought of being released from school.

3. *Its influence on moral culture.* How can principles for future guidance be implanted, or the conscience awakened to a sense of duty, where fear is made the ruling motive? The principle is contrary to that laid down in the New Testament, where love is made the ruling motive.

*Means to make it a happy place.*

1. *Teacher's manner.* The teacher must be cheerful and lively in his dealing with the children. He need not be afraid of a smile on his face lowering his authority or influence with the children.

2. He may indulge the children in *sallies of wit, tales, &c.* This will encourage them to laugh and so prove a reaction, will afford an outlet for the superfluity of animal spirits. Carlyle says it is an element of good in a man, however debased, if he can indulge in a hearty good laugh.

3. He should be careful that their *work is suited* to them, and that they are *not overworked*. The habit of application is quite a different thing to constant drudgery or slavery.

4. He should not *confine* his work to *school routine*. The three essentials must have the greatest share of the time. But there is still time left for interesting recreation lessons, as drawing, singing, &c.

5. He should carefully avoid *excessive fault-finding*. He should be on the look out for things to praise rather than to censure.

The children lose all heart in their work in trying to please their teacher when all their efforts are rewarded only by constant grumbling and complaints.

6. In their *games* they should be *left alone*. He may sometimes show them a new game or an improvement in their own, but in other respects he should not interfere.

**REMARKS.**—This answer goes over much ground, and yet deals with it in outline only. This could not be avoided where so many points are introduced, and where the space and time were limited. But was it necessary to introduce so many? Would not selection and a fuller treatment of each point be better than bones—"very many and very dry?" Mere fragments may suffice, sometimes, between a pupil and his teacher; but suppose the case of an examiner not as well acquainted with the course as the latter, is it advisable then to deal in fragments? May not the writer then be misunderstood—e.g., What would Stow say of the statement, or any

one else anxious for the moral training of children—"that in their games they should be left alone?"

**QUESTION 11.**—"Trusting." In matters relating to truth of word or action, the teacher should always "trust till deceived." It is highly important that children should be trusted, and that they should know that they are so too. There is a great tendency to be what we are taken for. "Give a dog a bad name and hang him." Suspicion is very injurious to the character of the child. If you give a child credit for being trustworthy, there will generally be an aim on his part to see that he deserves such.

Still, there is a danger of giving too much credit to the children; this ends in being imposed upon, or in the teachers winking at known misconduct. The degree of trust should depend upon the age of the child.

"Confession." Is important in its relation to real honesty of life. He should be treated as the true "coward" who, either from fear of punishment or of failing in the estimation of his comrades tries to hide his faults. The courage which confesses a fault should be approved by the teacher, and be rewarded by a remittance of punishment in some cases.

There is great fear, however, of carrying this too far. Where confession is voluntary it may be relied on, but when stimulated, as where hope of mitigation of punishment is held, its benefit is highly doubtful. The teacher should be careful, too, in requiring public confession; as, for instance, holding up the hand before the whole class. It is a test which few are able to stand.

"Praise." One of the most important stimuli which works with children in doing many actions is the hope of approval or praise. Though the love of praise is not to be encouraged, yet the teacher should recognize those actions which are deserving of praise. Deeds of kindness and courtesy, acts of self-denial, yielding to known preferences at play, &c., all these things should be encouraged by the approving smile of the teacher.

The great danger in this is that it has a tendency to make the children vain. The teacher should rarely praise the children publicly, unless in very exceptional cases. The want of humility, a consciousness of one's own ignorance and deficiencies is necessarily wanting in young children. And the teacher should be very discriminating in his distribution of praise lest he encourage this.

"Censure" is sometimes necessary and often more effective than corporal punishment. The teacher should know the nature of the child before he punishes in this way. In all cases of want of truthfulness, honesty, or moral conduct, he should express his strong abhorrence of the fault.

"Danger." He should be very careful he does not inflict too great a punishment. A look is enough with some children. When censuring before the class, too, he should not do so personally, else the sympathy of the class goes with the offender. He should avoid constant censure: when the occasions are few and far between, his reproof will be much more impressive.

**REMARKS.**—A very good answer in outline. This was what the question required, and the writer has managed to give evidence of attention to the subject.

**QUESTION 15.**—"Be careful that it is obstinacy.—(Locke). Often that which is termed obstinacy is not really so. The cases which occur in school of real obstinacy are very few.

(1.) Obstinacy may proceed from a *natural obtuseness* or *weakness of intellect*. Here the teacher should be patient and painstaking in his work. The child has perhaps been neglected at home, or not sent to school early enough.

(2.) What is called obstinacy may often proceed from a perfect confusion, caused by bullying, blows on the head, &c. Here the teacher requires patience, and the command of his own temper. A Rugby master once felt a rebuke very strongly, when, after he had been bullying and scolding a lad for his dullness a long time, the lad looked up in his face and timidly said, "Why do you speak so angrily; indeed, I am trying my best."

(3.) Sometimes this fault may be on the teacher's side. It may proceed from a constant, irritable, fault-finding disposition, when the children lose all heart in their work, and all respect for their teacher.

(4.) Again, a boy may take up the position of obstinacy for the sake of being a hero. Boys are rather fond of finding one who dares to oppose the master. In this case the teacher should deprive him of the sympathy of the class, and the motive being removed the action will drop. The teacher should never punish a lad for this fault before his class.

(5.) The fault may at first be only sulkiness, or ill temper; it may be brought on to obstinacy by the teacher's mismanagement. The boy should be left alone till his fit is over.

**REMARKS.**—This is an important subject, and deserved more attention than the writer gave to it; but time, we suppose, was pressing. The terms "bully and scold" were altogether inapplicable, surely to an Arnold!

QUESTION 17.—The grounds which exist for believing that pre-occupation of the mind with right principles would fortify it against the admission and practice of evil.

(1.) *The mind is never unemployed.* Even in the case of the youngest child, however few its ideas may be, it is constantly passing and repassing these before the mind. A great part of our life is spent in reflection, in thought, &c.

(2.) Our present feelings and thoughts will depend on the objects of our previous pursuits. Whatever we have been reading, thinking of, or doing, gives the tone to our present thoughts. If we have spent our time in reading of nobler examples of patience and benevolence, in that channel, too, our thoughts will run.

They tend to familiarise the mind with that which is lofty and good, and so have an influence on our thoughts and actions.

(3.) *One feeling resists another by pre-occupation.* If thoughts and principles holy and good have been implanted, the mind will naturally repel all that is vulgar and bad.

(4.) *"Like attracts like"* is a principle which holds good in the physical world, and has an equal influence in a moral sense. The mind naturally picks out for itself those things or objects with which it is familiar.

Looked at the other way, it is evident that if the mind is allowed to follow its own inclination it will take an evil course. Neither does it want the presence of contaminating influences to do this.

Some Jesuits on the Continent on one occasion were particularly careful in rearing youths to protect them from the evil influence of the world outside. They were not allowed to have the slightest connection with any one without the walls. And yet after they entered the world their previous seclusion of life did not prevent them from becoming debased in character.

The fact was, their minds had not been previously fortified against evil by implanting.

REMARKS.—Here again there is evidence of haste and hurry, because the time is lapsing. But it is not wise in an examination paper to crowd in crudely digested matter; it is far better to do well what is done, as this would of itself indicate what the writer could do if there was time.—*Papers for the Schoolmaster.*

### 3. QUESTIONS ON SCHOOL MANAGEMENT IN AN ENGLISH NORMAL SCHOOL.

1. Explain "average," and give illustrations from school registers.
2. Clearly set forth the "approximate" and the "exact" methods of obtaining yearly averages.
3. What checks does a good system of registration supply on the accuracy of the returns? What other means will you adopt to show that your registers are accurate and truthful?
4. What "general principles are applicable to all school arrangements?"
5. How do reading and arithmetic differ in relation to a child's progress? By what expedients in classification will you provide for this?
6. Distinguish between "exercises of attainment," and "mechanical operations," and show fully the differences these require in classification, with the reasons thereof.
7. State the advantages of physical exercise, and give the conditions which should be sought in connection therewith.
8. Why should school be made attractive to children? Give some of the means by which a teacher may make it a happy place.
9. To what may fretfulness, irritability, pugnacity, and such like, often be traced in school? Trace the effects of these things physically and morally.
10. Write a theme on "Humility."
11. State briefly the importance and the dangers connected with "trusting," "confession," "praise," and "censure."
12. Write an essay on "Nothing is little or trifling in education that tends to give a bias to the mind," or, "on the function of action in the culture of the feelings and disposition."
13. Write out the section that contains "Boisterousness is highly unbecoming."
14. What is the relation of authority to the training of the will?
15. Illustrate Locke's remark: "Be careful that it is obstinacy."
16. What is the sphere of repetition?
17. What grounds exist for believing that pre-occupation of the mind with right principles would fortify it against the admission and practice of evil?
18. What do you understand by "principles" in the preceding question? What hindrances exist to the implanting of such principles?—*English Papers for Schoolmasters.*

### 4. TRAINING FEMALE TEACHERS IN DOMESTIC DUTIES.

There exists a prevalent but erroneous impression that in Eng-

lish normal schools this branch of instruction is overlooked. The mistake probably arises from the fact that the range of subjects taught is thought to be so wide, or so purely intellectual or technical, that more practical and common subjects are displaced. Such is not the case. DOMESTIC ECONOMY, the common term applied to this class of instruction forms a *distinct subject*, and is treated as such both in the arrangement of the Training College and in the examination for certificates of merit. For the information of such of our readers as may be interested in this branch, and in illustration of the *character* of the teaching, we subjoin the *actual questions* which, at the recent examination, formed what is termed the "Domestic Economy paper."

#### SECTION I.

1. Compare the advantages of linen, cotton, and woollen clothing, with regard to durability, health, and economy.
2. To what extent should cutting out be taught in a well ordered school? What expedients would you adopt in order to give the children practical instruction in this art?
3. What ought to be the yearly cost of clothing for a girl between fourteen and fifteen years of age, the daughter (1) of a mechanic, or (2) of a day labourer? Support your opinion by a detailed estimate.

#### SECTION II.

1. Prepare a table of diet for school children between ten and thirteen years of age. Explain the advantages of the various substances which you would use, having regard to economy, and the health and strength of the children.
2. Explain the reasons why meat, intended for the table, should be boiled slowly. Under what circumstances may rapid boiling be allowable?
3. How may the following articles of food be prepared, so as to be both economical and palatable?—Oatmeal, rice, sheep's head and fish.

#### SECTION III.

1. Give directions for washing woollen articles, and for getting up fine linen; and, as far as you are able, give intelligible reasons for the process which you recommend.
2. Mention some faults commonly committed by laundry women, the causes to which they are attributable, and the effects they produce upon the appearance and quality of clothing.

#### SECTION IV.

Prepare full notes for lessons on *two* subjects selected from the following list:—

- Duties of a nurse-maid, or
  - Kitchen-maid;
  - Causes that predispose to typhus fever, or other prevalent diseases;
  - Symptoms of scarlet fever, or of croup, and simple methods of dealing with them until medical assistance can be obtained.
- The different modes in which small savings may be turned to good account.

#### QUESTIONS IN REGARD TO INFANT SCHOOLS.

The following questions have special reference to INFANT SCHOOLS. Candidates who answer the questions in this section satisfactorily, and who afterwards pass a satisfactory probation in keeping Infant Schools, will have a special stamp added to their certificates when issued.

1. What means have been devised to teach infants the means and movements of common domestic process,—such as washing, baking, ironing, &c.?
2. Write the notes of such a lesson as would be intelligible and interesting to infants on *catching cold*, *what it means*, and *how to avoid it*.

It must be obvious that to pass this examination, a very considerable amount of knowledge must be possessed both theoretically and practically. A portion of the questions have to be answered on the spot, in writing, without any reference, and that correctly and precisely.—*English Educational Record.*

### 5. TEACHING THE LETTERS.

Looking in the last number of the *Teacher* for hints which would be useful in the details of the school-room, for the methods of teaching particular branches, etc., I wondered that the teachers did not write out more of their successful experiments for the benefit of others. Then I asked myself if I had any thing of value which I could add to the common stock. And I resolved to give an account of a plan for interesting the 'little ones' who are taking the first steps in the steep pathway which leads up the hill of science. The plan has worked well with me this present term.

I have always found my A B C classes, if at all large, rather dull to both scholars and teacher; and have also found it difficult to interest young children, and start them satisfactorily in reading. This term I procured pieces of paper boxes, one side of which, being glazed, would hold ink. These I cut into cards about an inch square, and made the letters on them, the small ones with pen and ink, the large ones with paint, by means of patterns borrowed from a shop.

Gathering my class around me, the cards were held up one by one, and the child who first named it correctly took the card. Those which none of them could name were retained by the teacher. When we had gone over the whole we would count and see which had the most, and then try again. Soon none were left for the teacher. Then I would try them one by one and see how many each child could take. I no longer had to force them to attend, and could no longer complain of a lack of interest. Their delight was great as, day by day, they found the pile growing in their little hands.

They had a sense of personal property in thus holding the letters. They had made them *their own* by learning them. Emulation, love of acquisition, and delight in conscious growth, were excited in the child's mind. Soon many were ready for advancement, and I proceeded in the same way with all the words of two letters, and some few others, such as *the, she, yes*, &c. They named them at sight, from the cards, and read little sentences formed by placing them in various positions. It was rather slow work with some of them, but it was just the drill they needed in attention, observation of form, &c.; and when these words were thoroughly mastered, and the child was allowed to have a book of his own in his hands, in which the forms with which he had become so familiar appeared in a thousand combinations, his progress was rapid, and equally pleasant to pupil and teacher.

Considerable study could be easily secured from the little things in this way. In a class of sixteen, most were ready for the words, while a few were still in the letters. Calling them all to recite at the same time, I would give each of those who were learning words two or more cards to learn, and then proceed with the alphabet class. By the time I had heard them, most of those who had words would be ready to recite, applying themselves better than some scholars twice as old.—*E. in Illinois Teacher.*

### 6. INEFFACEABLE TEACHING.

There is a way of teaching which leaves a very slight impression, and there is another way the effect of which is obvious and lasting. The Spirit of God uses truth in converting and sanctifying men, but this truth is set forth by human agency, the efficiency of which depends much on the skill and diligence of the agent. We have never yet met with a teacher whose ill success could not be accounted for without impeaching the faithfulness of the divine promises.

A somewhat singular instance in illustration of this was lately given me as follows: A teacher met two well-dressed boys, and asked them if they were not going to Sunday-school. A poor boy, much smaller than the two, stood near, heard the invitation, and timidly asked if he might not go. The teacher was both surprised and pleased, and taking the little boy by the hand, led him to the school. He behaved well, and was connected with the school for several months. Whether he went after leaving the school is of no moment. He fell into company with profane men, and for full thirty years embraced and advocated sceptical opinions, openly scoffing the Bible and believers in it. After this long interval he renounced his scepticism, and became a professor of the religion he had sought to destroy; and his own declaration was that the lessons of those few months in the Sunday-school were too deeply lodged to be effaced, and finally forced him back to his allegiance to God.—*C. in the Sunday-School World.*

### 7. LESSENING OF TEACHERS' SALARIES.

We have often discouraged the application of the pernicious maxim that the cheapest teacher is the best, and experience only proves the truth of what we have said. In discussing this point the Sacramento Board of Education thus states the case:—"The spirit of discontent manifested by many of the teachers, who complain of the insufficiency of their wages, will, if continued, lessen their usefulness in the school room; for it is essential to the healthy progress of every school that the teacher should be zealous, efficient, and cheerful—so that the pupils may not only find her to be the dispenser of daily rations of reading, writing, and arithmetic, but also the living example of whatever is true, good, and beautiful in religion, in manners, and in knowledge. The welfare of nearly 6,000 children in our schools, whose characters are being daily moulded in the school-room, demands that we should do our utmost to put every teacher in the most serene and cheerful frame of mind. To show that we desire such a condition of circumstances, and that

we appreciate the exhausting labors of the school-room, we would now most cheerfully recommend an increase of salaries."

## III. Correspondence of the Journal.

### SUPPLY AND DEMAND OF TEACHERS.

(To the Editor of the Journal of Education.)

SIR,—An excess of supply over demand generally leads to the acceptance of much that is bad, and the rejection of much that is good. An excess of material seldom adds anything to the beauty of the structure. Experience will prove these remarks true in the commercial and manufacturing world, and observation in the literary and learned. A replete and overstocked market, whether of merchandise or talent, invariably tends to lower the moral *status* of both buyer and seller. Admitting the general acceptance of these observations, the growing evil exhibited in the large excess of teachers over the demand must have attracted the attention of every educationalist in the country. This evil has greatly increased of late years; and, unless something be done towards its extinction, it will, eventually, be productive of one result: that of positive injury to our, in many respects, admirable school system. This evil has even now assumed such dimensions, that numbers of individuals, of every grade of character, are traversing the country under the sanction of a certificate, which they obtained by chance or otherwise, offering their services as teachers, for any length of time, at almost any amount of remuneration. Many of these fellows, wholly inexperienced as teachers, having no love for the profession, further than its exclusion from manual labour, possess but a very limited knowledge of the rudiments of their mother tongue. It not unfrequently happens that necessity points these individuals to other means than honourable to procure a school. Such an order of things militates very strongly against the interests of the professional teachers. It is natural that men of talent and education, when they find themselves undermined by persons of inferiority, will, if possible, find a less responsible and more lucrative employment.

To a certain class of trustees, these low-priced teachers are particularly acceptable. With them the cheapest man is the best. According to their creed, education only occupies a secondary place, when contrasted with dollars and cents. Education and talent are thus rendered subservient to the god of the pocket; and incapacity patronized at the expense of professional ability. The question is, how is this evil to be remedied? In what manner can this difficulty be met and overcome, without checking, for a time, the progress of our educational machinery? Two practical methods appear adequate to meet the requirements of the case. First: Raise the qualification standard to a sufficient height, and cut off a large number of the lower grades. Again, abolish the present system of sectional trustees, and institute instead a township board, having control over all schools within the bounds of the municipality in which they reside. These changes are not only practicable, but necessary. The standard of examination has, hitherto, been far too low; for it is well known that there are many men in Canada, holding *first-class certificates*, incapable of teaching properly the commonest kind of a common school. Apart from the question of qualification, the very idea of calling up teachers periodically for examination is absurd in the extreme. Nothing short of the abolition of those petty county boards, and the establishment of a central provincial board, before whom all teachers are compelled to appear, will remove this evil, and bring about a satisfactory and permanent change. The establishment of township boards of trustees would remove many hindrances which at present stand in the way of the teacher. Local prejudice, and all this popular tittle-tattle about school grievances—more frequently imaginary than real—which has done so much to injure school discipline, would be destroyed. We could, thus, secure men of education and influence to superintend the working of our schools; whereas, according to the present system, it matters not how ignorant a man may be of schools and school business, he is eligible, if sufficiently assessed, to become one of a corporation having almost unlimited power at their control. Our present system places undue power within reach of the ignorant. Whenever the reins of government are placed within the grasp of all, discretion seldom becomes prominent as a leading feature in that government. Canada will never possess a class of thorough teachers, until means are taken to pay them better for their labor. In order to accomplish this, the quality must be increased, and the quantity reduced—such is the object of the above remarks.

Yours, very truly,

TEACHER.

SCARBORO', October 13th, 1864.

## IV. Papers on Natural History.

### 1. WHY BEES WORK IN THE DARK.

A life time might be spent in investigating the mysteries hidden in a bee-hive, and still half of the secrets would be undiscovered. the formation of the cell has long been a celebrated problem for the mathematician, whilst the changes which the honey undergoes offer at least an equal interest to the chemist. Every one knows what honey fresh from the comb is like. It is a clear yellow syrup, without a trace of solid sugar in it. Upon straining, however, it gradually assumes a crystalline appearance—it *candies* as the saying is—and ultimately becomes a solid mass of sugar. It has not been suspected that this change was a photographic action. That the same agent which alters the molecular arrangement of the iodide of silver on the excited collodion plate, and determines the formations of camphor and iodine crystals in a bottle, causes the syrup honey to assume a crystalline form. This, however, is the case. M. Scheibler has enclosed honey in stoppered flasks, some of which he has kept in darkness, while others have been exposed to the light. The invariable result has been that the sunned portion rapidly crystallizes, while that kept in the dark has remained perfectly liquid. We now see why bees are so careful to work in perfect darkness, and why they are so careful to obscure the glass windows which are sometimes placed in their hives. The existence of the young depends on the liquidity of the saccharine food presented to them, and if light were allowed access to this the syrup would gradually acquire a more or less solid consistency; it would seal up the cells, and in all probability prove fatal to the inmates of the hive.—*Chronicle of Optics* "Quarterly Journal of Science."

### 2. A TEN MILE ARMY OF ANTS, AND THEIR EXPLOITS.

We take the following description of the "Bashikouay"—or reddish-brown African ant—from Du Chaillu's account of his African travels:

It is their habit to march through the forest in a long and regular line, about two inches broad and often ten miles in length. All along this line are larger ants, who act as officers, stand outside the ranks, and keep this singular army in order. If they come to a place where there are no trees to shelter them from the sun, whose heat they cannot bear, they immediately build underground tunnels, through which the whole army passes in columns to the forest beyond. These tunnels are four or five feet under ground, and are used only in the heat of the day or during a storm.

When they get hungry the long file spreads itself through the forest in a front line, and devours all it comes to with a fury which is quite irresistible. The elephant and gorilla fly before this attack. The black men run for their lives. Every animal that lives in their line of march is chased. They seem to understand and act under the tactics of Napoleon, and concentrate with great speed their heaviest forces upon the point of attack. In an incredible short space of time the mouse, or dog, or leopard, or deer is overwhelmed, killed, eaten, and the bare skeleton only remains.

They seem to travel night and day. Many a time have I been awakened out of a sleep, and obliged to rush from the hut and into the water to save my life, and after all suffered intolerable agony from the bites of the advance guard, who had got into my clothes. When they enter a house they clear it of all living things. Roaches are devoured in an instant. Rats and mice spring round the room in vain. An overwhelming force of ants kills a strong rat in less than a minute, in spite of the most frantic struggles, and in less than another minute its bones are stripped. Every living thing in the house is devoured. They will not touch vegetable matter. Thus they are in reality very useful (as well as dangerous) to the negroes, who have their huts cleaned of all the abounding vermin, such as immense roaches and centipedes, at least several times a year.

When on their march, the insect world flies before them, and I have the approach of a bashikouay army heralded to me by this means. Wherever they go they make a clean sweep, even ascending to the tops of the highest trees in pursuit of their prey. Their manner of attack is an impetuous leap. Instantly the strong pincers are fastened, and they only let go when the piece gives way. At such times this little animal seems animated by a kind of fury, which causes it to disregard entirely its own safety, and to seek only the conquest of its prey. The bite is very painful.

The negroes relate that criminals were, in former times, exposed in the path of bashikoway ants, as the most cruel manner of putting to death.

Two very remarkable practices of theirs remain to be related. When, on their line of march, they must cross a stream, they throw themselves across and form a tunnel—a living tunnel—connecting two trees or high bushes on opposite sides of the little stream. This

is done with great speed, and is effected by a great number of ants, each of which clings with its fore claws to its next neighbor's body or hind claws. Thus they form a high, safe tubular bridge, through which the whole vast regiment marches in regular order. If disturbed, or if the arch is broken by the violence of some animal, they instantly attack the offender with the greatest animosity.

The bashikouay have the sense of smell finely developed, as indeed have all the ants I know of, and they are guided very much by it. They are larger than any ant we have in America, being at least half an inch long, and are armed with very powerful fore legs and sharp jaws, with which they bite. They are red or dark brown in color. Their number is so great that one does not like to enter into calculations; but I have seen one continual line passing at good speed a particular place for twelve hours. The reader may imagine for himself how many millions on millions there may have been contained here.

### 3. THE PINES OF CANADA.

We copy, from the *Kingston Whig*, the following poem, written by Chas. Mair Esq., of Lanark, and read before the Botanical Society of Kingston, by Mr. Joshua Fraser, student in Divinity. We lay this poem before those of our readers who have not heretofore had the pleasure of perusing this young poet's efforts:—

#### THE PINES.

BY CHARLES MAIR, LANARK, U. C.

O, heard ye the pines in their solitude sigh,  
When the winds were awakened and night was nigh;  
When the elms breathed out a sorrowful tale,  
And the pillows waved darkly over the dead.

When the aspen leaf whispered a legend dread,  
And the willows waved darkly over the dead;  
And the poplar shone with a silvery gleam,  
And trembled like one in a troublesome dream.

And the cypresses murmured of grief and woe,  
And the linden waved solemnly to and fro,  
And the sumach seemed wrapped in a golden mist,  
And the soft maple blushed where the frost had kissed.

And the spectral birch stood alone in the gloom,  
Like an unquiet spirit upriest from the tomb;  
And the cedar outstretched its lone arms to the earth,  
To feed with sweet moisture the place of its birth.

And the hemlock, uplifted above the crowd,  
Drank deeply of mist at the brink of the cloud;  
And the balsam, with curtains of shaggy green,  
Like tents in the distance, were dimly seen,

I heard the pines in the solitude sighing,  
When the winds were awakened, and day was dying;  
And fiercer the storm grew, and darker its pall,  
But the voice of the pines was louder than all.

#### THE VOICE OF THE PINES.

"We fear not the thunder, we fear not the rain,  
For our stems are stout and long;  
Nor the growling winds, though they blow amain,  
For our roots are great and strong.  
Our voice is eternal, our song sublime,  
And its theme is the days of yore—  
Back thousands of years of misty time,  
When we first grew old and hoar!"

"Deep down in the crevice our roots we hid,  
And our limbs were thick and green,  
Ere Cheops had builded his pyramid,  
Or the Sphinx' form was seen.  
Whole forests have risen within our ken,  
Which withered upon the plain;  
And cities, and race after race of men  
Have arisen and sunk again.

"We commune with the stars through the paly night,  
For we love to talk with them;  
The wind is our harp, and the marvellous light  
Of the moon our diadem.  
Like the murmur of ocean, our branches stir,



When the night air whispers low ;  
Like the voices of ocean, our voices are,  
When the huriling tempests blow.

"We nod to the sun ere the morning prints  
Her sandals on the mere ;  
We part with the sun when the star light glints  
On the silvery waters clear.  
And when lovers are breathing a thousand vows  
With their hearts and their cheeks aglow,  
We chant a love strain, amid our breezy boughs,  
Of a thousand years ago !

"We stand all aloof, for the giants strength  
Craveth not from lesser powers ;  
'Tis the shrub that loveth the fertile ground,  
But the sturdy rock is ours !  
We tower aloft where the the hunters lag  
By the weary mountain side,  
By the jaggy cliff, by the grimy crag,  
And the chasms yawning wide.

"When the great clouds march in a mountain heap,  
By the light of the dwindled sun,  
We steady our heads while the mist-winds sweep  
And accost them one by one.  
Then about us they girth, in their thunder mirth,  
Till the wind starts fresh again,  
When, like things of a day, they pass away,  
But, like monarchs, we remain !

"The passage of years doth not move us much,  
And time itself grows old,  
Ere we bow to its flight or feel its touch  
In our limbs of giant mould.  
And the dwarfs of the wood, by decay oppressed,  
With our laughter grim we mock ;  
For the burthen of age doth but lightly rest  
On the ancient forest folk.

'Cold Winter who filcheth the forest leaf,  
And stealeth the floweret's sheen,  
Can injure us not, neither work us grief,  
Nor make our tops less green.  
And Spring, who awakens her sleeping train,  
By meadow, and hill, and lea,  
Bringeth no new life to our old domain,  
Unfading, stern, and free.

'Sublime in our solitude, changeless, vast,  
While men build, work, and save,  
We mock—for their years glide away to the past,  
And we grimly look on their grave.  
Our voice is eternal, our song sublime,  
For its theme is the day of yore—  
Back thousands of years of misty time,  
When we first grew old and hoar !

#### 4. TREES CHARACTERIZED.

The sailing *Pine* ; the *Cedar*, proud and tall ;  
The vine-prop *Elm* ; the *Poplar*, never dry ;  
The builder *Oak*, sole king of forests all ;  
The *Aspen*, good for staves ; the *Cypress*, funeral ;  
The *Laurel*, meed of mighty conquerors,  
And poets sage ; the *Fir*, that weepeth still ;  
The *Willow*, worn of hopeless paramours ;  
The *Yew*, obedient to the bender's will ;  
The *Birch*, for shafts ; the *Sallow*, for the mill ;  
The *Myrrh*, sweet bleeding in the bitter wound,  
The warlike *Beech* ; the *Ash*, for nothing ill ;  
The fruitful *Olive*, and the *Plantain* round ;  
The carver *Helm* ; the *Maple*, seldom inward sound.

—Spenser.

#### 5. THE GLORY OF THE PINES.

Magnificent are the pines ! nay sometimes, almost terrible. Other trees tufting crag or hill, yield to the form and sway of the ground, clothe it with soft compliance, are partly the flutterers, partly its comforters.—But the pine is serene resistance, self-contained ; nor can I ever, without awe, stay long under a great Alpine cliff, far from house or work of men, looking up to its companies of pines, as they stand on the inaccessible juts and perilous lodges of

the enormous wall, in quiet multitudes, each like the shadow of the one beside it—upright, fixed, spectral, like troops not knowing each other—dumb forever. You cannot reach them, cannot cry to them—those trees never heard human voice ; they are far above all sound but of the winds. No foot ever stirred fallen leaf of theirs. All comfortless they stand, between the two eternities of the Vacancy and the Rock ; yet with such iron will, that the rock itself looks bent and shattered beside them—fragile, weak, inopponent, compared to their dark energy of delicate life and monotony of enchanted pride ; numbered unconquerable.—*Ruskin*.

### V. Papers on Scientific Subjects.

#### 1. CANADA BEFORE THE BRITISH ASSOCIATION.

This Association held its annual meeting at Bath on the 14th ultimo, Sir William Armstrong, presiding. Sir Charles Lyell, the newly elected President, shortly afterwards took the chair and delivered the annual address ; from which we take the following : "In reference to the other great question, or the earliest date of vital phenomena on this planet, the late discoveries in Canada have at least demonstrated that certain theories founded in Europe on mere negative evidence were altogether delusive. In the course of a geological survey, carried on under the able direction of Sir William E. Logan, it has been shown that northward of the river St. Lawrence there is a vast series of stratified and crystalline rocks of gneiss, mica-schist, quartzite, and limestone, about 40,000 feet in thickness, which have been called Laurentian. They are more ancient than the oldest fossiliferous strata of Europe, or those to which the term primordial had been rashly assigned. In the first place, the newest part of this great crystalline series is unconformable to the ancient fossiliferous or so-called primordial rocks which overlie it ; so that it must have undergone disturbing movements before the latter or primordial set were formed. Then again, the oldest half of the Laurentian series is unconformable to the newer portion of the same. It is in this lowest and most ancient system of crystalline strata that a limestone, about a thousand feet thick, has been observed, containing organic remains. These fossils have been examined by Dr. Dawson, of Montreal, and he has detected in them, by the aid of the microscope, the distinct structure of a large species of Rhizopod. Fine specimens of this fossil, called *Eozoon Canadense*, have been brought to Bath by Sir William Logan, to be exhibited to the members of the Association. We have every reason to suppose that the rocks in which these animal remains are included are of as old a date as any of the formations named azoic in Europe, if not older, so that they preceded in date rocks once supposed to have been formed before any organic beings had been created. But I will not venture on speculations respecting 'the signs of a beginning,' or 'the prospects of an end,' of our territorial system—that wide ocean of scientific conjecture on which so many theorists before my time have suffered shipwreck."

Sir Roderick Murchison, in proposing a vote of thanks to the President, remarked upon the above :—Now, let me say that after many years of labor among my own Silurian rocks and those which lie beneath them in Britain and the continent of Europe, I came to the conclusion that during vastly long periods in the formation of the crust of the earth, i. e., in the Lower Silurian formations, all animals (and their fossil forms are in countless profusion) belonged to invertebrate life, and that in all these long periods no fishes with back-bones swam in the seas. Descending into older rocks, and beneath the Silurian types of life, the closest researches have only revealed to us two or three species of a coralline body and probably a few seaweeds. The discovery at present announced from still older rocks pertains to the same low order of animals, and the very name *Eozoon Canadense*, or dawn of Canadian life, really seems to me to point to the earliest origin of animal life that we are likely to obtain. On such points as these discussion leads to the development of truth, which is, I am sure, the sole object of my friend and myself ; and quite certain am I, that none of our discussions have ever for one moment weakened our friendship, but on the contrary, have tended to raise our esteem for each other."

#### 2. THE SKY AN INDICATOR OF THE WEATHER.

The color of the sky, at particular times, affords wonderful good guidance. Not only does a rexy sunset presage good weather, and a ruddy sunrise bad weather, but there are other tints which speak with equal clearness and accuracy. A bright yellow sky in the evening indicates wind ; a pale yellow, wet ; a neutral gray color constitutes a favourable sign in the evening, and an unfavourable one in the morning. The clouds are again full of meaning in themselves. If their forms are soft, undefined, and full feathery, the

weather will be fine ; if their edges are hard, sharp, and definite, it will be foul. Generally speaking, any deep unusual hues betoken wind or rain ; while the more quiet and delicate tints bespeak fair weather. These are simple maxims : and yet not so simple but what the British Board of Trade has thought fit to publish them for the use of seafaring men.—*Scientific American*.

### 3. THE PROGRESS OF STEAM NAVIGATION.

Perhaps of all the extraordinary results of the practical applications of science, which enable mankind in our generation to overcome the obstacles opposed by nature to the intercourse of distant branches of the great human family, and to extend his power over matter, rendering it, instead of an opposing obstacle, subservient to the accomplishment of his will, none surpasses, even if any can be said to equal, those arising from the application of steam power to the propulsion of vessels,—and so necessary have the facilities afforded by its means become to us, as to make it somewhat difficult to realize the fact that but a few years since there were no such things as steam vessels. Such, however, is the fact ; it is but a quarter of a century (March 1838) since the first steamship—the *Great Western*—crossed the Atlantic from Bristol. About fifteen years more would take us back to the very commencement of steam navigation, and the first year of the present century will, in after ages, be held remarkable as having witnessed the completion of the of the first efficient steamboat, the “*Charlotte Dundas*,” brought into successful operation early in that year on the Forth and Clyde Canal in Scotland, by the great but unfortunate inventor of steam navigation, William Symington. It was some six years later before Fulton, who, it appears, had taken drawings of Symington’s machinery, succeeded in reproducing a similar steamboat in America, and getting her into operation on the Hudson, and many years later again, before any considerable progress was made. All these earlier steamships were of the paddle or side-wheel construction, and it is but so recently as the 1836, that F. P. Smith, a gentleman farmer, residing a few miles from London, (England,) invented and brought into a state of practical efficiency, the first screw-propeller. This was soon further improved upon and perfected by a number of other inventors, amongst the foremost of whom was the distinguished Naval Engineer Ericsson, then an Engineer in London and since well-known as the inventor of the Caloric engine and constructor of the American Monitors. This notice has been suggested to us by receiving a pamphlet from Mr. John Harris of this city, who it appears has obtained patents in the leading countries on both sides of the Atlantic for a new or what might be termed a third system of propulsion differing greatly from either the side wheel or screw, but like them extremely simple in construction and even more direct in its action. The pamphlet contains a review of what Mr. Harris considers the defects of the ‘side-wheel’ and ‘screws’ systems of propulsion and an explanation of his reasons for expecting great advantages from the adoption of his invention which he calls a ‘Lever-Paddle.’ It is a question of course for naval engineers and those skilled in nautical mechanics to say what value of merit there may be in this new contrivance, all that we can say is that the pamphlet seems to be got up with great care, the review and explanatory matter written with clearness and apparently with a deep knowledge of the subject, and the lithographed drawings forming the illustrations certainly do credit to the skill of the engravers, Messrs. Roberts and Reinholdt. Before dismissing the subject there is one independent application of the ‘lever-paddle’ to which we should like to call the attention of our leading Canadian ship-builders, as this application is by no means confined to Steamship. It is a sort of supplementary rudder placed between the ordinary rudder and the stern post, and the effect, as stated, is to turn the vessel in either direction as far as may be desired quickly and quite independently of the motion of the vessel through the water. It is asserted that the ship can by this means be turned completely around or made to return in either direction ; the driving machinery being nothing more than a wheel or winch to which the lever-paddle is attached, but we must refer those desirous of further information on the subject to the pamphlet itself.

## VI. Biographical Sketches.

### No. 42.—WALTER SAVAGE LANDON, Esq.

We have intelligence of the death of Walter Savage Landon, the poet, who had reached an age attained by comparatively few of the human family, having been born in the year 1775, so that he was in his ninety-first year, when at last summoned to pay the debt of nature. Mr. Landon was a native of the County of Warwick, England, and, being the child of wealthy parents, had all the advan-

tages in the way of education which money could give him. At a fitting age he was sent to Rugby, and was afterwards entered at Trinity College, Oxford. In 1802 he was in Paris, and saw Napoleon made first Consul for life. In 1808, on the first insurrection in Spain, he raised a body of troops at his own expense, and joined Blake, the viceroy of Galicia. In 1811 he married Julia, daughter of the Baron de Nieuveville, first gentleman of the bedchamber of Charles IV. of Spain. For many years afterwards he resided in Italy, only occasionally visiting England, but a few years since returned permanently to his native land, and finally settled at Bath, where he has since resided. As a poet Mr. Landon became first known to the public by his tragedy of “*Count Julian*.” This was followed by other pieces, but he is most likely to be remembered hereafter by his prose especially his “*Imaginary Conversations*.” During many of the later years of his life he was a contributor to the *Examiner*. A few years ago, when beginning to pass out of the public mind, he again forced for himself a questionable celebrity, by publicly offering a reward for the assassination of the King of Naples. Fortunately for his reputation, the inducement he held out did not lead to the perpetration of the crime which he suggested.—*Toronto Globe*.

### No. 43.—CAPTAIN SPEKE.

The late English papers contain an account of the accidental and melancholy death of Captain John Speke, who in conjunction with Captain Grant discovered the source of the River Nile. The unfortunate man was on a visit to his brother, W. Speke, Esq., Wiltshire, England, and at the time of his death was on a hunting excursion with a relative. It appears that he set out with Mr Geo. Fuller, to shoot partridges, and in pursuit of the game had to climb over a low stone wall. Those with him heard, at this time, the report of a gun, and looking towards the Captain, observed that he leaned against the wall as if wounded. On hastening up to him they discovered this supposition only to be too true, for by some means or other his piece had gone off with the muzzle in line with his body, and lodged the bullet in his spine, after passing through his lungs and some large blood vessels. The wound was mortal, and on their reaching him he had only time to say “*Dont move me*,” when he expired. This celebrated adventurer and explorer was born in 1827, and was consequently at the time of his death 37 years of age. He entered the army young being only 17 years old at the time. He served at the Crimea in 1855, and at the close of that war started on an exploring expedition to Africa, but which amounted to nothing. In the year 1859 he started along with Capt. Grant on the famous Nile expedition which resulted in the discovery of the source of this historic river, and the settling of a long disputed and eagerly sought after point. Returning home and receiving the honors of an appreciative public due to such an explorer, he at last fell a victim to his own heedlessness in the handling of an arm to which he had so long been accustomed, and which so often before had saved him from the dangers of the savage, beast, and reptile. The feelings of regret for his untimely death, are universal, and are not only shared by his countrymen at home, but in every place where the news of his discoveries have been carried.

### No. 44. IRA SCHOFIELD, Esq.

We have to announce the death of Major Ira Schofield, brother of the late Doctor Schofield. Major Schofield died at Morton, South Crosby, on the 8th inst., at the advanced age of 88 years. He was born in Connecticut while that portion of the continent of America was a British colony, and moved to Canada in 1800, settling in Leeds county. He served in the war of 1812 as a captain of militia. He afterwards moved to what was then known as the London district, where he was promoted to the rank of Major, and was also one of the first magistrates of the locality. Now, in a ripe old age, Major Schofield has been called to his fathers, leaving to his children and grand children the odour of a man who has passed through the world possessing the esteem and respect of his fellow-men. The major was for many years, like his brother the doctor, a most zealous Freemason. He was buried in the same spot where lie the remains of his father and mother.—*Brockville Recorder*

### No. 45.—THE REV. DR. CAHILL.

Dr. Cahill, the celebrated Irish priest and astronomer, is dead. Dr. Cahill frequently lectured in Canada. The *New York Herald* says: “*The Very Rev. D. W. Cahill, D. D.*, the celebrated Irish priest, astronomer, pulpit orator and chemist, died in Boston Mass., last Thursday, after a short illness. He was about sixty-five years of age. Dr. Cahill possessed talent of the highest order, and enjoy-

ed world wide reputation for his piety, learning, great charity and accomplishments as a gentleman."

#### No.—46. VICE CHANCELLOR ESTEN.

Vice Chancellor Esten died suddenly in Toronto on the 25th inst. The *Leader* says: "The deceased was the grandson of a former Attorney General of the Bermudas, and son of the late Chief Justice of the Islands. Mr. Esten was born in St. George's, Bermuda, on the 7th of November, 1805, and was, we believe, educated at the Charter House School, in London. He was called to the bar in Lincoln's Inn, and for some time pursued the practice of his profession as barrister, in England. In the year 1837 on the establishment of the Court of Chancery in this Province. Mr. Esten who, a short time previously, had moved with his family to Upper Canada, entered that Court as a barrister, and immediately assumed at the Bar the high position to which his great learning and talents entitled him. From the first, he enjoyed a most extensive practice. He was one of the few men in the country, who, on the opening of the new Court, possessed any knowledge of equity law, pleading, or practice. A most diligent and accurate lawyer, possessed of qualifications which no government could overlook, he was, in 1849, on the reconstruction of the Court, raised to the Bench, as one of its Judges. From that time till June last, when disease compelled him to desist from his labors, he discharged unceasingly the important duties of his high office with a patience, zeal, honesty, and ability to which we are sure all who came in contact with him will bear sincere testimony. Firm in the administration of justice, he possessed wonderful equanimity of temper, and an amiability of disposition which endeared him to all who had business in his Court, or who enjoyed the pleasure of his society. No hasty word ever escaped his lips; and painstaking and cautious as he was in arriving at a decision, so candid was his mind that he readily listened to any appeal from it, and cheerfully acquiesced in reversing it when it was shown to him that he had erred.

#### No. 47. PARK BENJAMIN, Esq.

Park Benjamin, a well-known literary man of this city, died at his residence on Monday evening, Sept 12, in the fifty-fifth year of his age. He was a native of Demerara, in British Guiana, where his father was engaged in mercantile pursuits. He entered Harvard College in 1825, and after remaining two years in that institution, became a member of Trinity College, in Hartford, where he graduated in 1829. After passing through the usual course of legal study, he began to practice law in Boston in 1832, but devoted himself with less interest to his profession than to literature. He was one of the original editors of *The New England Magazine*, a periodical established in that city by Mr J. T. Buckingham, and numbering among its contributors several of the most popular writers of the day. In 1837, Mr Benjamin removed to New York, and was concerned at different times in the management of several literary journals, *The American Monthly Magazine*, *The New Yorker*, and *The New World*. At a subsequent period he became extensively known as a lecturer and poet at lyceums and on public occasions, and was a frequent contributor to various magazines. Mr. Benjamin was a man of more than ordinary cultivation in literature, great acuity in composition, frank and quiet manners.—*New York Tribune*.

### VII. Miscellaneous.

#### 1. WAR AND THE HOUSEHOLD.

The apples are ripe in the orchard,  
And the work of the reaper is done,  
And the golden woodlands redden  
In the blood of the dying sun.

At the cottage door the grandsire  
Sits pale in his easy chair;  
While the gentle wind of twilight  
Plays with his silver hair.

A woman is kneeling beside him,  
A fair young head is pressed,  
In the first wild passion of sorrow,  
Against his aged breast.

And far from over the distance  
The faltering echoes come,  
Of the flying blast of trumpet  
And the rattling roll of drum.

And the grandsire speaks in a whisper,—  
"The end no man can see;  
But we give him to his country,  
And we give our prayers to thee."

The violets star the meadows,  
The rose-buds fringe the door,  
And over the grassy orchard  
The pink-white blossoms pour.

But the grandsire's chair is empty,  
• The cottage is dark and still;—  
There's a nameless grave in the battle-field,  
And a new one under the hill.

And a pallid, tearless woman  
By the cold hearth sits alone;  
And the old clock in the corner  
Ticks on with a steady drone.

#### 2. THE LAST HOURS OF PRINCE ALBERT.

There has reached us from abroad a most interesting extract from a letter which was written by a member of the Queen's household shortly after the death of Prince Albert. The extremely confidential position which the writer held at the time not only gives the assurance of perfect reliability, but invests the following lines with a very special interest. After describing the grief and fears of the whole household for the Queen, the writer speaks of the personal loss sustained in the death of Prince Albert:

"How I shall miss his conversation about the children! He used often to come into the school-room to speak about the education of the children, and he never left me without my feeling that he had strengthened my hands and raised the standard I was aiming at. Nothing mean or frivolous could exist in the atmosphere that surrounded him; the conversation could not be trifling while he was in the room. I dread the return of spring for my dear lady. It was his favourite time of the year—the opening leaves, the early flowers and fresh green were such a delight to him; and he so loved to point out their beauties to his children, that it will be terrible to see them without him. The children kept his table well supplied with primroses which he especially loved. The last Sunday he passed on earth was a very blessed one for the Princess Alice to look back upon. He was very ill and very weak, and she spent the afternoon alone with him, while the others were in church. He begged to have his sofa drawn to the window, that he might see the sky and the clouds sailing past. He then asked her to play to him, and she went through several of his favorite hymns and chorals. After she had played some time she looked round and saw him lying back, his hands folded as if in prayer, and his eyes shut. He lay so long without moving that she thought he had fallen asleep. Presently he looked up and smiled. She said, were you asleep, dear papa? Oh, no, he answered, only I have such sweet thoughts. During his illness his hands were often folded in prayer; and when he did not speak, his serene face showed that the 'happy thoughts' were with him to the end. The Princess Alice's fortitude has amazed us all. She saw from the first that both her father's and mother's firmness depended on her firmness, and she set herself to the duty. He loved to speak openly of his condition, and had many wishes to express. He loved to hear hymns and prayers. He could not speak to the Queen of himself, for she could not bear to listen, and shut her eyes to the danger. His daughter saw that she must act differently, and she never let her voice falter, or shed a single tear in his presence. She sat by him, listened to all he said, repeated hymns, and then, when she could bear it no longer, would walk calmly to the door, and rush away to her room, returning with the same calm and pale face without any appearance of the agitation she had gone through. I have had several interviews with the Queen since. The first time she said, 'you can feel for me, for you have gone through this trial.' Another time she said how strange it seemed, when she looked back, to see how much for the last six months the Prince's mind had dwelt upon death and the future state; their conversation turned so often upon these subjects, and they had read together a book called 'Heaven at Home,' which had interested him very much. He once said to her 'we don't know in what state we shall meet again; but that we shall recognize each other and be together in eternity I am perfectly certain.' It seemed as if it had been intended to prepare her mind and comfort her—though of course it did not strike her then. She said she was a wonder to herself, and she was sure it was in answer to the prayers of her people that she was so sustained. She feared it would not last, and that times of agony were before her. She said 'there's not the bitterness in this trial that I felt when I lost my mother—I was so rebellious then; but now I can see the mercy and love that are

mixed in my trial.' Her whole thought now is to walk worthy of him, and her greatest comfort to think that his spirit is always near her, and knows all that she is doing."—*Northern Whig*.

### 3. THE PRINCE AND PRINCESS OF WALES IN DENMARK.

The *London Times* publishes a long letter from its correspondent in Denmark, describing the enthusiastic reception given to the Prince and Princess of Wales on their visit to that country. The following interesting scene is described in connection with their visit to Bernstorf Castle:—"The horses disappear, and the carriages, and nothing is seen on the great gravelled space before the door but a perfect sea of human faces looking up into the windows and moving to and fro at a respectful distance from the house. We are all beginning to think of taking our departure, when, at an upper window, near the far end of the chateau, a delicate hand is seen to open the window softly, and an unbonneted head appears, and there is a quiet but delighted look cast down upon the people, and the figure retires. It is the Princess of Wales, who made her first visit to the nursery, and is now looking down from one of the windows. The crowd surges up under this window, and there is a great anxiety to know if the beloved Princess will again make her appearance. She stealthily peeps out again, and, seeing the great assemblage, she thinks evidently how best to gratify them, and she hits upon a plan which makes the woods resound with thundering Danish hurrahs. It was a simple one. The gracious lady, blushing in all the pride of a young mother, brings the little Prince in her arms, and holds him up to the people. The little uncle Valdemar and the little aunt Thyra are also at the window, and are looking up fondly at the dear baby, who seems delighted, and actually to crow at the admiring people beneath. Then comes the Queen of Denmark and she takes the child too, in her arms, and mother and daughter hold him up between them, and present him to the people. The King and Prince appear smiling in the back-ground, and suddenly a thought occurs to the Princess, and laughingly, she places the precious burden in her father's arms. His Majesty, who hates everything that approaches a dramatic scene in real life, seemed embarrassed, but as the little fellow appeared very gallantly not to wish to quit the ladies, his Majesty had to pacify him by dandling him in his arms, and so he brought him to the window. But the Princess was not yet satisfied. She transferred the baby from her father's arms to her husband's arms, and the Prince performed the paternal duty very handsomely, though the ladies all solemnly decided that the more experienced King was for the moment the better skilled nurse of the two. The royal family seemed now finally to retire, and by degrees the groups of visitors dispersed."

### 4. A BISHOP'S RECEIPT FOR MAKING ACCEPTABLE PREACHERS.

At the recent Annual Meeting of the Church of England Sunday-school Institute, the Bishop of London said:—

When young men came to him to be ordained he generally asked the question whether they had ever been Sunday-school teachers, conceiving that it was a great help in preparing for the office of the ministry to have taken part in the work of Sunday-school teaching. One great difficulty in the case of young men who had just entered on the ministry was that the people, and especially the leading people, of a congregation did not very much like being preached to by such young persons. That was the reason, he supposed, why so few persons went to church in the afternoon in London. Now his receipt for teaching young men how to learn to preach was to tell them to go to a Sunday-school. He rejoiced to think that that practice was gradually increasing in his diocese, and that the young clergy were continually employed in their various parishes in holding special services for children, who were found very ready to listen. They might be quite sure that the man who is able to arrest the attention of children would have no great difficulty afterwards in arresting the attention of adults. If he could explain the Gospel clearly to little children, and if he was learning day by day to keep up their interest, he was undergoing the best possible training for becoming a powerful preacher of the gospel to persons of all ages. In that portion of his office which had to do with the ordination of young men he considered that the work of Sunday-schools, and the great influence which that Society exercised over them, was a great aid to them in finding fit and worthy young men to maintain the succession of the ministry.—*The Sunday-school World*.

### 5. LITTLE ROBERT, THE TRAPPER; OR THE SAFETY OF TRUSTING IN GOD.

One morning while the pitmen were at work in an English mine, they heard a noise louder than the loudest thunder. In a moment

every lamp was out, for the men work by lamps; there is not a spark of daylight there. "A crush, a crush!" cry the men, by which they mean that a portion of the mine had caved in; and men and boys throw down their tools and run.

It was Tuesday morning. The men gather at the mouth of the pit and count their number. Five are missing, and among them one little trapper, Robert Lester! People above hear the noise and rush to the pit's mouth. The workmen are taken up. Oh, the agony of the wives and mothers of those who are left behind! Brave men go back to their rescues. They light their candles and reach the crush. There is nothing but a heap of ruins. Were the poor fellows instantly killed, or are they hemmed in to die of starvation? It is a dreadful thought. They called and shouted but no answer. Up go pickaxes and shovels to clear the way. It is great labour and great risk. The news of the accident brings help from far and near. Men flock from all quarters to offer their services. How they work! Towards night they hear something. Stop! hark! listen! It is not a voice, but a tapping. It can just be heard. *Clink, clink, clink, clink, clink!* five times, and then it is stopped. *Clink, clink, clink, clink, clink!* five times again, and then it is stopped. Five more and then a stop. What does it mean? One man guessed. There were five missing, and the five clinks showed all five were alive waiting for deliverance. A shout of joy went up in and above the pit.

Amongst the foremost was the father of little Robert. Night and day he never left the mine, and hardly quitted work. "You'll kill yourself, Lester," said a fellow workman. "Go take a little rest, and trust the work to us." "No, no, Tom," cried the poor father; I promised Robert's mother we would come up together, and so we will, if it please God," he said, wiping the tears from his rough cheek; and he hewed away with all his might.

How does it fare with the poor prisoners? They were frightened like the rest by that awful noise. Little Robert left his door and ran to the men, who well knew what it meant. Waiting till everything was quiet, they went forward to examine the passage-way Robert had left. It was blocked up. They tried another; that was blocked up. Oh, fearful thought, they were *buried alive!* The men went back to the boy. "I want to go home; please, do let me go home," said little Robert. "Yes, yes, as soon as we find a way out, my little man," said Truman in a kind yet husky voice. The air grew close and suffocating, and they took their oil-cans and feed-bags to one of the galleries where it was better.

Two of the men, Truman and Logan, were pious. "Well, James, what shall we do next?" asked Truman. "There is but one thing we can do," said Logan. "God says, 'Call upon me in the day of trouble; I will deliver thee, and thou shalt glorify me.'" They told the boys of their danger. "But we must keep up a stout heart," said these believing men; "and the way to do so is to put our trust in the Almighty God more than in man. He heard Jonah cry to him from the whale's belly, and he can hear us from the bottom of a coal pit. Let us pray to him." They all knelt down. Poor little Robert cried bitterly. But as the pious pitmen prayed, first one and then the other, their hearts grew lighter, and even the little trapper dried his tears.

When it was time for dinner they ate sparingly, in order to make the food they had last at least three days, for it might be full that time before they could be dug out. Meanwhile what should they do for water? A trickling noise was heard. Water, water! Yes, it *water* dripping from the rock. "It seems," said Logan, "as if this water was sent on purpose to put us in mind that God won't forsake us: for don't you know the good book says, 'When the poor and needy seek water, and there is none, I the Lord will hear them, I the God of Israel will not forsake them?'"

Pretty soon the men got their pickaxes; but what a hopeless task it seemed to cut through the terrible mass of earth and stones to day-light. Their hearts beat with hope and joy when they first heard the sound of their friends working on the other side. It was then they made the *clink, clink* with their pickaxes, which was heard, and so encouraged their deliverers.

Wednesday, Thursday, Friday, and no rescue! What dark and dreadful days. Worse than all, the sounds beyond did not appear to draw nearer. And yet prayer and songs of praise might have been heard in that dismal cavern. By Friday morning their food was gone, and by Friday night their oil gave out. "Our food is gone, our light is gone, but our God is not gone," said Truman. "He says, 'I will never leave you, or forsake you.' Can you trust him still, mate?" "Yes, I can," said his pious comrade. "Let us try and sing that blessed hymn—

'The soul that on Jesus hath leaned for repose,  
He'll never, no never, no never forsake.'

They tried to sing it, but their strength gave out long before they got through. As for little Robert, he was so weak that he could

not sit up. His mind wandered; he talked about the sun and the grass as if he saw them.

Saturday came. Five days, and the men outside knew there was not a moment to lose. They were too anxious even to speak. It was only work, work, work, for dear life. For hours they had heard no signals. Were their poor comrades dead. Suddenly the wall was pierced; feeble voices were heard. "Truman, are you there?" "Yes, all here." "All living?" "Yes, thank God, all living." "All living! all living!" shouted the men; and the shout went up to the top of the pit. When Robert's father heard that his little son was alive, the good news was too much for him, and he fell down senseless.

One hour more and the rescuers reached their comrades. Who can describe the meeting? I can't, or the joy and gratitude of wives, mothers, and friends as one and another were brought out to light. Here comes Mr. Lester with Robert in his arms. What a huzza rent the air as they hove in sight. Safe, safe! God be praised!—*H. C. Knight in Family Treasury.*

### 6. LED, NOT DRIVEN.

A mother, sitting at her work in her parlour, overheard her child whom an older sister was dressing in the adjoining room, say repeatedly, as if in answer to his sister; "No, I don't want to say my prayers."

"How many," thought the mother to herself, "often say the same thing in heart, though they conceal, even from themselves, the feeling?"

"Mother," said the child, appearing in a minute or two at the parlour door;—the tone and the look implied that it was only his morning salutation.

"Good morning, my child."

"I am going out to get my breakfast."

"Stop a minute; I want you to come here and see me first."

The mother laid down her work in the next chair, as the boy ran toward her. She took him up. He knelt in her lap, and laid his face down upon her shoulder, his cheek against her ear. The mother rocked her chair slowly backward and forward.

"Are you pretty well this morning?" said she, in a kind gentle tone.

"Yes, mother, I am very well."

"I am very glad you are well. I am very well too; and when I waked up this morning, and found that I was well, I thanked God for taking care of me."

"Did you?" said the boy, in a low tone, half a whisper. He paused after it. Conscience was at work.

"Did you ever feel my pulse?" asked his mother, after a moment of silence, at the same time taking the boy down, and sitting him in her lap, and placing his fingers on her wrist.

"No, but I have felt mine."

"Well, don't you feel mine now? How steadily it beats!"

"Yes," said the child.

"If it should stop beating, I should die at once."

"Should you?"

"Yes, I cannot keep it beating."

"Who can?"

"God."

A silent pause.

"You have a pulse too, which beats in your bosom here, and in your arms, and all over you, and I cannot keep it beating, nor can you. Nobody can but God. If He should not take care of you, who could?"

"I don't know, mother," said the child, with a look of anxiety; and another pause ensued.

"So, when I waked up this morning, I thought I would ask God to take care of me and all the rest of us."

"Did you ask Him to take care of me?"

"Why should I?"

"Because I did not ask Him and I suppose you did."

"Yes, but you should ask Him yourself. God likes to have us all ask for ourselves."

A very long pause ensued. The deeply thoughtful and almost anxious expression of countenance showed that the heart was reached.

"Don't you think you had better ask for yourself?"

"Yes," said the boy readily.

He knelt again in his mother's lap, and uttered, in his own simple and broken language, a prayer for the protection and blessing of Heaven.

Suppose another case. A mother overhearing the same words, calls the child into the room. The boy comes.

"Did I not hear you say you did not want to say your prayers?"

The boy is silent.

"Yes, he did," says his sister behind him.

"Well, that is very naughty. You ought always to say your prayers. Go right back now, and say them like a good boy, and never let me hear of your refusing again."

The boy goes back pouting, and utters the words of prayer, while his heart is full of mortified pride, vexation, and ill-will. Could it not be managed better.—*Eng. Mother's Magazine.*

### 7. I.—DUTIES OF PARENTS.

To bring up children for God,—Eph. vi. 4.

To instruct them in heavenly things,—Deut. vi. 7.

To stay at home with them,—Tit. ii. 5.

To love them,—Is. lxvi. 13; Tit. ii. 4.

To be gentle and encouraging,—Col. iii. 21.

Not to spoil them,—Prov. xiii. 24; xix. 18; xxiii. 18, 14; xxix. 15.

But to correct them for good, as God does,—Heb. xii. 6, 9, 10.

To set them a good example,—Gen. xviii. 19.

To ask for wisdom and guidance,—James i. 5.

To be more careful for their spiritual than temporal prosperity,—Luke xii. 29, 31; Ph. iv. 6.

To make them obedient to parents,—1 Tim. iii. 4.

To make them obedient to teachers.—Gal. iv. 1, 2.

To discountenance ungodly marriage,—2 Cor. vi. 14, 15.

### II.—PROMISES TO PARENTS.

Is. xlv. 3; liv. 13. Prov. xxii. 6, 15; xxix. 17; xxxi. 28.

Ps. xxxvii. 25, 16. Deut. xi. 19 to 21. Mark x. 14.

### III.—EXAMPLES OF FAULTY PARENTS.

Rebekah deceitful,—Gen. xxvii. 6 to 17.

Punishment,—Gen. xxvii. 42 to 46.

Jacob's improper partiality,—Gen. xxxvii. 3.

Punishment,—Gen. xxxvii. 32 to 34.

Eli indulgent,—1 Sam. iii. 13.

Punishment,—1 Sam. ii. 27 to 36.

Zebedee's wife ambitious,—Matt. xx. 20, 21.

Punishment,—Matt. xx. 22.

### IV.—EXAMPLES OF GOOD PARENTS.

Abraham,—Gen. xxiii. 19.

David and Solomon,—1 Chron. xxii. 11 to 13; xxviii. 9; Prov. iv. 3, 4.

Hannah,—1 Sam. i. 20 to 23.

Job,—Job i. 1 to 5.

Manoah,—Judges xxi. 8 to 12.

Isaac and Rebekah grieving for Esau's marriage,—Gen. xxvi. 34, 35; xxvii. 46.

In warning Jacob,—Gen. xxviii. 1.

Those who brought their children to Jesus,—Mark x. 13 to 16.

Lois and Eunice,—2 Tim. i. 5; iii. 15.

The Elect Lady,—2 John i.

### 8. A CHAPTER OF FIRST THINGS.

The earliest reference to music we have is in the Book of Genesis (chapter iv., verse 21), where Jubal, who lived before the deluge, is mentioned as the "father of all such as handle the harp and organ."

Christmas was first celebrated December 25th, A. D. 98.

The first trial by jury took place May 14th, A. D. 970.

The first Cardinal was made November 20th, 1042.

The first mariner's compass was made Nov. 21st, 1302.

Gunpowder was first used December 23rd, 1331.

The first printing was done, April 24th, 1415.

Printing was first brought into England, March 26th, 1571.

The first Total Abstinence Society in the United States was organized at Trenton, N. J., in 1805.

Calico, the well known cotton cloth, is named from Calicut, a city in India, from whence it first came. Calico was first brought to England in the year 1631.

The first Commencement at Harvard College took place Oct. 6th, 1642.

The first insurance office in New England was established at Boston in 1724.

The first building erected in America to collect the King's duties occupied the site at the corner of Richmond and North streets, Boston.

The first cut nails ever made were produced in Rhode Island, and the Historical Society of that State has the machinery employed in their introduction. The nails were made during the Revolution.

The first religious newspaper ever issued was the *Herald of Gospel Liberty*, which was published by Elias Smith of Portsmouth, N. H., 1808.



The first debate in the United States House of Representatives was on the subject of a tariff.

Steam navigation was first successfully applied, Feb. 11th, 1809.

The first English Steamer for India sailed Aug. 16th, 1825.

The first Iron works established in New England were at Lynn.

The first attempt to melt the ore was made 1843.

The first paper made in New England was produced at Milton; the first linen at Londonderry; the first scythes and axes at Bridgewater; the first powder at Andover; the first glass at Quincy.

The first daily newspaper printed in Virginia was in 1780, and the subscription price was \$50 per annum.

The first woollen mill on the Pacific coast has been set in operation at Salem, Oregon, with four hundred and fifty spindles.

## 9. CHILDREN IN JAPAN.

During more than half a year's residence in Japan, I have never seen a quarrel among young or old. I have never seen a blow struck, scarcely an angry face. I have seen the children at their sports, flying their kites on the hills, and no amount of intertangled strugia, or kites lodged in the streets, provoked angry words or impatience. I have seen them intent on their games of jackstones and marbles, under the shaded gateways of the temples, but have seen no approach to a quarrel among them. They are taught implicit obedience to their parents, but I have never seen one of them chastised. Respect and reverence for the aged is universal. A crying child is a rarity seldom heard or seen. We have nothing to teach them in this respect out of our abundant civilization. I speak from what I know of the little folks of Japan, for more than any other foreigner have I been among them. Of all that Japan holds, there is nothing I like half so well as the happy children. I shall always remember their sloe-black eyes, and ruddy, brown faces with pleasure. I have played battledore with the little maidens in the streets and flown kites with as happy a set of boys as one could wish to see. They have been my guides in my rambles, shown me where all the streams and ponds were, where the flowers lay hid in the thicket, where the berries were ripening on the hills; they have brought me shells from the ocean, and blossoms from the field, presenting them with all the modesty and a less bashful grace than a young American would do. We have hunted the fox-holes together, and looked for the green and golden ducks among the hedges. They have laughed at my broken Japanese, and taught me better; and for a happy good-natured set of children, I will turn out my little Japanese friends against the world. God bless the boys and girls of Nippon!—*Letter from Japan.*

## VIII. Educational Intelligence.

### CANADA.

—HURON COLLEGIATE SCHOOL.—Yesterday, the 17th October, the corner stone of this institution, was formally laid by the Bishop of Huron, in the presence of a number of citizens, and many of the clergy of the Diocese. The plot selected for the erection of the proposed institute, is situated on the north side of St. James Street, and occupies the greater part of the block. For the purposes intended, scarcely a more suitable and healthy locality could have been chosen. The building will be of large dimensions, and of the height of four stories, from the basement, which will be partially underground. It will be built in the shape of the letter D, with two wings of irregular length, and will be a credit to the founder, Archdeacon Hellmuth, as well as an addition to the architectural beauty of the city. London is much indebted to the Archdeacon, for the enterprising and spirited manner in which he has carried out the various designs undertaken by him. Huron College is, of itself, a design which would indelibly hand his name to posterity as a real benefactor, but his acts of munificence have still further extended, until a college chapel, and now a collegiate school, capable of educating from 150 to 200 students, is about to be reared, mainly by his endeavors. In connection with the respected head of the Anglican Diocese, he has done much to advance the cause of true Christianity among us. The proceedings of laying the stone began shortly after twelve o'clock, by singing the following hymn, composed for the occasion by Mr. George H. Squire, a student at present attending at Huron College:

O, Lord of Glory, from thy throne,  
Behold us lay this corner stone,  
Own Thou our work, and let it be,  
A sure foundation laid on Thee.

Upon it let a temple stand,  
Where science clasps religion's hand,  
And humbly casts her jewels down,  
To deck her heavenly sister's crown.

A temple where youth's plastic mind,  
Be fitly moulded and refined;  
Be schooled in wisdom, and be taught  
To shape and guide a nation's thought.

O, Thou who'rt Zion's corner stone,  
Behold us from thy glorious throne,  
Own then our work, and let it be  
A sure foundation laid on Thee.

A jar was produced, in which were placed two coins, a copy of the *Prototype, Free Press and Advertiser* of the latest date, also a copy of the *Record* of the 28th of September, the *Echo* of the 18th October, the *Watchman*, and three pamphlets, one the inaugural address of the Right Rev. Bishop McIlvane, of Ohio, on the occasion of the opening of Huron College, on the 2nd December, 1863, the second, a copy of a sermon, "Justification by Faith," delivered in St. Paul's Cathedral, London, on the 24th January, 1864, by the Rev. Archdeacon Hellmuth, and a copy of the proceedings of the Synod of Huron, of the session of 1864, together with the plans of the building. The Bishop, on the conclusion of the hymn, offered up prayer, after which he advanced, and taking hold of the trowel and mallet, the stone was lowered and the foundation formally laid. He then addressed the assembly at some length in regard to the objects of the institute, characterizing the work in which they were engaged as one in which they all ought to be interested. The foundation of a college in which a high character of commercial and classical education could be obtained was a want long felt by many. It would on this account be a great cause of rejoicing to all who had the cause of the youth of the country at heart, that to-day the foundation of an institution had been laid which would in a measure do away with the want hitherto so much a cause of regret in the community. The educational course conducted in the school would be on Christian principles; it would not be a mere secular education, but would combine religious teaching with the arts and sciences. His sincere wish was that God would bless the work, and trusted that the Christian public would unite in aiding the work which has begun with a desire to aid the cause of education among us. Archdeacon Brough could say little more. He believed the erection of the institution a boon to the inhabitants of the district, and should be looked upon with a great deal of satisfaction by the Christian public generally. Notwithstanding the great many advantages possessed by the province, he thought there was a niche which the institution was calculated to fill, and if it would not be so, it would not be the fault of those who institute it. The erection of such an institute was not entered into in a spirit of rivalry, and he hoped, under God, that it would be eminently calculated to benefit the entire Province. The Reverend Archdeacon closed with a fervent supplication to the Almighty for the success of the objects contemplated. The Reverend W. L. Halpin, Professor of Divinity in Huron College, was next called upon. He said, though still almost a stranger to your diocese and the city of London, it is, I assure you, with very great pleasure that I congratulate you on the commencement of this institution, set on foot by Archdeacon Hellmuth, and so auspiciously inaugurated by your Lordship to-day. It is, in one sense, a good sign for a society comparatively young when it finds itself able to turn its attention to education. So long as the forest remains to be cleared and the soil to be brought into subjugation, so long as men must provide for the necessities of life, they cannot naturally devote attention to the refinements of life—and it is a good sign that this Province has advanced in material wealth and prosperity when men feel the necessity of education and the want of such an institution as this. To Archdeacon Hellmuth I consider the diocese in general, and the city of London in particular, owe a deep debt of gratitude—the city, because he is bringing home to their very doors a first class education for their children, and you, my Lord, and the diocese in general, may be grateful to him for establishing an institution which, I trust, will prove a feeder to our college, and enable us to send forth a body of clergy who in education shall be second to none. Rev. John McLean, being called upon, was sure that every friend of education would feel pleased at the erection of the London Collegiate School. From the guarantee given by the Archdeacon, he was confident that it would meet the object contemplated. From the energy displayed by the Rev. Dr. Hellmuth, in connection with Huron College, he could not forget the energy displayed by the Archdeacon in its aid. His exertions were next directed to the raising of funds for the building of a college chapel, which being completed, he is now laying the community under a new debt of gratitude by the erection of another

building, where an educational course, equal to any on the continent, or even England and Germany, will be taught. Ven. Archdeacon Hellmuth also said: I do not wish to be personal, because I have no personal motives in view in the carrying out of this design. All I wish to do on this occasion is to thank those friends who have so nobly aided me towards the erection of this school; which is to be supplied with first class teachers, and to be second to none for education on this continent. It is to be a thorough classical, commercial and scientific training, based on religious principles. Again thanking your Lordship, and also those friends of other denominations who have so readily aided me in this undertaking, I close my remarks by praying God's blessing to attend our efforts. The proceedings were then closed by singing the doxology, and pronouncing the benediction by the bishop.—*Prototype*.

— **VERY REV. PRINCIPAL SNOODGRASS.**—Last evening, 26th October, an interesting event took place in the Mechanic's Hall. In the centre at the front of the platform was displayed the very handsome testimonial to be presented to the Rev. gentleman, consisting of a silver tea, coffee, sugar and cream set of elegant pattern bearing the following inscription: "Presented to the Rev. William Snodgrass, by the Congregation of St. Paul's Church, Montreal, October, 1864." Also a large silver salver of oval pattern elegantly chased and engraved bearing a crest consisting of an eagle with wings extended and the motto "I rise", beneath the centre portion bearing the following inscription: "Presented to the Rev. William Snodgrass, by the Congregation of St. Paul's Church, Montreal, on his leaving them to enter upon the duties of his appointment as Principal of Queen's University and College, Kingston, Upper Canada, as a grateful token of their deep sense of his faithful services as their Pastor during eight years. "Montreal October, 1864." On the right of the room a long table was laid out with fruit and cake for the refreshment of the audience. Mr. T. A. Gilson, Principal of the High School, having taken the chair, made a few introductory remarks to the effect that since the Congregation of St. Paul's had been organized in 1834, they had had three pastors, the Rev. Dr. Black and the Rev. Dr. McGill being removed by death and in regard to the third, the Very Rev. Principal Snodgrass, they were met that evening to testify their appreciation of his services and to bid him farewell on his departure to a more extended field of labour. In conclusion he trusted the great head of the Church would answer the united prayers of the Congregation in his own good time and send them a worthy successor. The Chairman then requested the audience to join the choir in singing the 100th psalm. The singing being concluded, the chairman proceeded to read the address on behalf of the office-bearers, members and adherents of St. Paul's Church, to the Very Rev. Principal Snodgrass, who occupied a seat on his right. The address stated that the Board of Trustees of Queen's College composed of 27 members, representing nearly equally the laity and clergy of the Presbyterian church in Canada, had by their selection of the Rev. gentleman to the Principship and Primarius Professorship of Divinity, given proof of their full appreciation of his high qualification for those important offices. After stating the appointment was enhanced by the distinguished rank as a writer on science and theology, of the Very Rev. Principal's predecessor, the address offered some suggestions relative to the new sphere to which the Rev. gentleman was called with regard to the training of the students. It then referred more immediately to the testimonial, expressing a hope that the Rev. gentleman and his family and friends might long be spared to partake from the vessels composing the testimonial, of the "drinks that enliven but do not inebriate," and that when he had gone to his reward they might serve as an incitement to his representatives to tread in his footsteps. The Very Rev. Principal Snodgrass then rose to reply, stating he was extremely obliged to the Chairman for the remarks addressed to him on this occasion, and that he would not soon forget them or the spirit in which they were addressed. He would, above all, make it his constant endeavour to recommend to those preparing for the holy ministry an experimental and practical knowledge of Him who was the sum and substance of the sacred writings, whom to know was life eternal. The Rev. gentleman then went on to say that he thought it best to candidly confess he was overcome, and could not find words to express his emotions; but that in accepting the affectionate testimonial presented to him he had no cause to feel ashamed that he had no fitting response to make. He received it with a mingled feeling of gratitude and undeservedness, and observed that while in the family circle it would recall many pleasant recollections of the past, it would yet contain an ingredient of bitterness at the thought of the feebleness with which his duties as a pastor had been fulfilled. The Reverend gentleman then addressed himself, at considerable

length, more generally to those present relative to his connection with St. Paul's church during the last 8 years and the new sphere to which he was called. At the conclusion of the Rev. gentleman's reply an anthem was sung, after which the Hon. John Rose made an interesting speech highly laudatory of the Very Rev. Principal, and was followed by the Rev. Mr. Black and the Rev. Dr. Wilkes. At this point of the proceedings an interval occurred during which the audience partook of refreshments. Other addresses were afterwards delivered by the Rev. Dr. Muir of Georgetown, Alex. Morris, Esq., M. P. P., Dr. Taylor and Dr. Bancroft. The Chairman then made a few concluding remarks, and the Doxology being sung by the choir, the proceedings closed with a benediction.—*Montreal Gazette*

— **QUEEN'S UNIVERSITY, KINGSTON.**—A meeting of the Trustees of Queen's University was held according to adjournment, in the Senate Chamber of Queen's College, on the 31st of August last. Letters were read from the Rev. William Snodgrass, and the Rev. John H. Mackerras, accepting their appointments to the offices of Principal and Interim Professor of Classical Literature respectively. Mr. Snodgrass being present, subscribed the declaration required of Trustees, and took his seat as a member of the Board, agreeably to the provisions of the Royal Charter.

— **UNIVERSITY OF VICTORIA COLLEGE.**—At the examination of students at the University of Victoria College, on the 14th ult., the degree of M.D. was conferred upon the following gentlemen:—Messrs. J. B. Johnston, Brampton; E. H. Merrick, Merrickville; R. W. Stone, Bond Head; J. E. Tamlyn, Port Hope; J. Benham, Guelph; J. D. Walker, Simcoe.—*Leader*.

— **MARKHAM GRAMMAR SCHOOL PRESENTATION.**—Dr. Crowle being about to leave Markham, where he has ably filled the office of Master of the Grammar School, several influential friends attended a meeting to express their regret at parting with him and his excellent wife. In addition, another meeting was held on the 15th ultimo, and a handsome silver tea service presented to him by his pupils, previous to his departure to Peterborough. Hon. David Reesor presided. Mr. John Mine, formerly a student of the Grammar School, on behalf of the pupils, read a very complimentary address to Dr. Crowle, expressive of the respect and esteem they entertained for him, their appreciation of his abilities as a teacher, and the regret they felt at his departure. The tea service bore the following inscription: "Presented to Dr. Crowle, M.A., L.R.C.P., Principal of the Markham Grammar School, by the pupils, as a sincere expression of their affection and esteem. September, 1864."—*Globe*.

— **PARIS GRAMMAR SCHOOL PRESENTATION.**—A week or two ago, some of those who were formerly Mr. Acres' pupils in our Grammar School, suggested that his pupils should present him with a photographic album, as a token of their gratitude and personal respect. The proposition was acted upon at once; and, necessary arrangements having been made, quite a number of them assembled at the Central School yesterday (Tuesday) afternoon, after school had been dismissed. Though Mr. Acres himself was totally ignorant of what was about to take place, his fellow-teachers in the Central, aware of the movement, remained to see the honour, well earned, conferred on their chief. Mr. Anderson having been called to the chair, after a few preliminary remarks, called upon the gentleman and lady, who had been designated for that purpose, to read the address and present the album; upon which H. E. Buchan, Esq., B.A., and Mrs. Nichols advanced and performed the duty assigned them. Mr. Acres, who was much affected by the kindness of his pupils, made a very suitable reply. We may remark that the album is intended for 200 photographs, and is very handsomely bound. The whole affair does honour both to the donors and to our respected principal, Mr. Acres.

## BRITISH AND FOREIGN.

— **RAGGED SCHOOLS IN ENGLAND.**—During the last seven years Mr. H. E. Gurney has invited the whole of the teachers of the ragged schools in London to spend a day with him at his seat at Nutfield. About 2,208 of the teachers from 165 schools have partaken of that gentleman's hospitality. On Saturday last about 400 of the teachers assembled at the London bridge station, where a special train had been provided by Mr. Gurney, the party starting at a quarter to eleven o'clock, and reaching Nutfield about twelve. Here, as usual, they received a cordial welcome from their host, who informed them that the house and grounds were their own during the day, expressing at the same time his high sense of the important services which by their voluntary efforts they had rendered to the

neglected and outcast children of the wretched localities whose cause they had espoused. After dinner the Rev. J. Cohen, the Rector of White-chapel, Mr. F. Cuthbertson, and Mr. H. R. Williams addressed the teachers. Mr. Williams traced the progress of ragged schools in London, which in the course of twenty years had increased from 20 schools with 200 teachers and 2,000 children, to 175 schools with more than 2,800 teachers and 28,000 children.—*London Paper.*

— **THE ROMAN CATHOLIC UNIVERSITY IN IRELAND.**—The new Roman Catholic University of Ireland is intended to be erected on the lands of Conliffe, near Dublin, from the designs of Mr. J. J. McCarthy, R.H.A., architect, and professor of architecture in the university. The buildings will consist of two large quadrangles, the greater of which, called the university quadrangle, will contain, on the ground floor, the principal entrance, the *aula maxima* for the public exhibitions, examinations, conferring of degrees, &c.; the lecture theatres, and schools of the various faculties. The upper floor will contain the libraries, manuscript room, the museums of natural history, and comparative anatomy, mineralogy, and antiquities, with residences for the rector, vice-rector, deans, and directors of the institution, and board and council rooms. A church will hereafter be erected, connected by a cloister with the university quadrangle. The smaller, or college quadrangle, will consist entirely of houses, calculated to accommodate three hundred resident students. The contractor is Mr. William Connolly.

— **FRANCE.**—The Minister of Public Instruction in France, in order to encourage young people to continue their studies after leaving school, proposes to found a prize in every canton for the child of 15 or the youth of 18 who, while employed in manual or agricultural labour, shall have best retained or improved the instruction he received at school. The prize is to consist of a deposit in the savings' bank. The expense is to be defrayed by the Minister of Public Instruction or by the department, if sufficient funds are not provided by private contributions.

## IX. Departmental Notices.

### PUBLIC LIBRARY BOOKS, MAPS, APPARATUS, AND SCHOOL PRIZE BOOKS.

The Chief Superintendent will add *one hundred per cent.* to any sum or sums, *not less than five dollars*, transmitted to the Department by Municipal and School Corporations, on behalf of Grammar and Common Schools; and forward Public Library Books, Prize Books, Maps, Apparatus, Charts, and Diagrams, to the value of the amount thus augmented, upon receiving a list of the articles required. In all cases it will be necessary for any person acting on behalf of the Municipal or Trustee Corporation, to enclose or present a written authority to do so, verified by the corporate seal of the Corporation. A selection of Maps, Apparatus, Library and Prize Books, &c., to be sent, can always be made by the Department, when so desired.

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\*.\* If Library and Prize Books be ordered, in addition to Maps and Apparatus, it will be NECESSARY FOR THE TRUSTEES TO SEND NOT LESS THAN *five dollars additional* for each class of books, &c., with the proper forms of application for each class,

☞ The *one hundred per cent.* will not be allowed on any sum less than *five dollars*. Text books cannot be furnished on the terms mentioned above: they must be paid for in full, at the net catalogue prices.

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### LARGE MAP OF BRITISH NORTH AMERICA.

New Map of British North America, including Nova Scotia, New Brunswick, Prince Edward Island, Newfoundland, Vancouver Island, British Columbia, Red River, Swan River, Saskatchewan; a Map of Steamship Routes between Europe and America, &c. &c. 7ft. 9in. by 3ft. 9in. Constructed and just published under the supervision of the Educational Department for Upper Canada. Price \$6.

### CANADIAN SCHOOL MAPS AND APPARATUS.

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# JOURNAL OF

Upper



# EDUCATION,

Canada.

VOL. XVII.

TORONTO: DECEMBER, 1864.

No. 12.

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## THE GREAT SCHOOLS OF ENGLAND.

### II. WESTMINSTER SCHOOL.

(Continued from the Journal of Education for November.)

WESTMINSTER School is a Grammar School attached, as is the case in many Cathedral establishments, to the Collegiate Church of St. Peter, Westminster, and founded by Queen Elizabeth for the free education of forty scholars in Latin, Greek, and Hebrew. The Statutes providing for the establishment and regulation of the collegiate body were passed in the second year of that sovereign, and, though apparently never confirmed, have been uniformly treated as of binding authority, and, in most of their important particulars, observed. The original copy is in the possession of the Dean and Chapter. The scholars were to have an allowance of a small annual sum for commons in Hall, and to receive gowns. It was further provided that there should be for their instruction a Head and Under Master, with certain annual allowances. In addition to the forty scholars, the Masters were to be allowed to educate with them other boys, of whom some were to be admitted as pensioners; provided, however, that the total number of the school should not exceed 120. The stipends of the Masters, and the cost of maintenance, &c., of the scholars, constituted a charge on the general revenues of the collegiate body or chapter, the school being not endowed with any property or estates of its own.

The Queen is visitor; but the government of the whole school, so far as relates to the discipline, instruction, and ordinary school regulations, rests with the Head Master, subject, as respects the forty scholars on the Foundation, to the authority of the Dean and Chapter.

There appears to be no doubt that, in fact, from a very early period other boys than the forty Foundation Scholars were

taught at the school, under the name of *Pensionarii*, *Oppidani*, or *Perigrini*. The number of such boys, and consequently the number of the whole school, have varied from time to time very considerably; but it appears that, from a very early time, at least as early as the year 1600, the statutory limitation of 120 has been practically set aside. Thirty-five years ago the total number was about 300; in 1843 it was 77. Since 1849, however, there has been but little variation; the maximum being, in 1854, 141, the minimum, in 1860, 123. In the school-list of 1861, the number is 136.

Candidates for admission to the Foundation (the members of which are called Queen's Scholars) are, under the Statutes, cap. 5, to be examined by the Electors, with whom also rests the selection of those boys among the seniors who are to receive at the Universities the Exhibitions hereafter referred to. These Electors are the Dean of Westminster, the Dean of Christ Church, Oxford, and the Master of Trinity College, Cambridge, aided by two Examiners from their respective Colleges, called Posers, and the Head Master; and this is, in form, still the case, the boys being tested in some author before the Electors at their annual visit. The real test of qualification, however, is that which is afforded by a system of competition which is termed "The Challenge," and which is thus described by Dr. Liddell, formerly Head Master:—"It partakes somewhat of the nature of the old academical disputations. All the candidates for vacant places in College are presented to the Master in the order of their forms: there were commonly between 20 and 30 from the fourth form upwards." The number of vacancies is usually about 10. "The two lowest boys come up before the Head Master, having prepared a certain portion of Greek epigram and Ovid's *Metamorphoses*, which has been set to them a certain number of hours before. In preparing these passages they have the assistance of certain senior boys, who are called their 'helps.' With these boys, too, it should be remarked, they have been working for weeks or months beforehand in preparation for the struggle. The lower of the two boys is the challenger. He calls on the boy whom he challenges to translate the passage set them; and, if he can correct any fault in translating, he takes his place. The upper boy now becomes the challenger, and proceeds in the same way. When the translation is finished, the challenger (whichever of the two boys happens to be left in that position) has the right of putting questions in grammar; and if the challengee cannot answer them, and the challenger answers them correctly, the

former loses his place. They attack each other in this way until their stock of questions is exhausted." "The 'helps,' stand by during the challenge and act as counsel to their 'men' in case there be any doubt as to the correctness of a question or answer. The Head Master sits as moderator, and decides the point at issue." The boy who at the end of the challenge (or contest between the two boys) is found to have finally retained his place, has subsequently the opportunity of challenging the boy next above him in the list of candidates for admission, and of thus fighting his way up through the list of competitors. The struggle ordinarily lasts from six to eight weeks; the ten who are highest at its close obtain admission to the Foundation, in the order in which they stand. This position, as far as the College is concerned, they formerly retained for the period of their stay, which is ordinarily four years, though their places in class in school are regulated by the same principles as those of the Oppidans. Mr. Scott, the present Head Master, has, however, lately introduced a change by which a boy can obtain promotion in the list of his own year, so as to obtain a higher place in the annual review of the College by the Dean, and in the order in which the candidates for Studentships and Exhibitions present themselves to the Electors. The system of competition thus described is peculiar to Westminster, and is much prized by old Westminsters generally. It should be added, too, that until lately, the foundation at Westminster was the only one among all the public schools to which admission was obtained by competition.

The Queen's Scholars are boarded and lodged at the expense of the Chapter, but not wholly gratuitously. A charge of from £34 to £35 is made to each scholar, £17 of which are for tuition. The charges were formerly much larger. In return for this, Queen's Scholars have the exclusive right of competing for certain Exhibitions, which are as follows:—

1. Three Studentships at Christ Church, Oxford, tenable for seven years, of the annual value of about £100.

2. The Carey Exhibitions, amounting to about £600 per annum, which are distributed by the Dean and Canons of Christ Church in sums of not less than £50 or more than £100 per annum.

3. Three Exhibitions at Trinity College, Cambridge, of the annual value of £40 each.

The Exhibitions open to the whole school are—

1. Two Exhibitions from the bequest of Dr. Triplett, of the annual value of £50, tenable for three years.

2. An Exhibition from the bequest of the late Dr. Thomas, late Bishop of Rochester, of the annual value of about £40 per annum, tenable for two years.

In addition to the Queen's Scholars, there are four boys on the Foundation of Bishop Williams (Lord Keeper in the reign of James the First), to be elected, under a rule of the Court of Exchequer made in April, 1836, "from boys born in Wales and in the Diocese of Lincoln alternately, and in default of these, from Westminster. Vacancies are to be advertised," and the election made after an examination conducted by the Head Master. The income of the Foundation is about £72 per annum. The boys were to have blue gowns provided for them, and to receive the rest of their dividend in books. Dr. Liddel abolished the blue gown, and offered to parents to remit all tuition fees on condition that the money (about £17) payable to each boy yearly should be paid to the school funds; and this is the present usage.

The Statutes, as already observed, contemplate the admission of boys to a number not exceeding eighty (in addition to the Queen's Scholars), designated by the various names of Pensionarii, Oppidani, Peregrini, et alii. The first named (Pensionarii), answering to the Commensales of Eton, were, it seems, to receive their education gratuitously, and to be lodged and boarded by the College with the Queen's Scholars at a certain fixed rate of charge. Each boy of this class was to provide himself, within fifteen days, with a tutor, who was to be responsible for him to the College or Body Corporate. There does not appear to be any conclusive evidence as to what number of boys were ever admitted on this footing, though they are mentioned in a Chapter Order of 1584. It does not appear that they were taught gratuitously, and they had to defray the expense of their own board and lodging. The Town-boys in 1861 amounted to 96, and were, with the exception of those living at their own homes, boarded and lodged in two boarding houses, kept each by an Assistant Master. The necessary expenses of a boarder may be roughly estimated as under,—

## 2. Great Schools.

Entrance £10.

Annually	{ School Fees .....	26	6	0
	{ Board, &c .....	68	5	0
		94	10	0

The School (both Queen's Scholars and Town-boys being comprised under this general term) is distributed into ten forms, which

at present are arranged for teaching purposes in six divisions, the numbers now in the school readily admitting this.

The forms are arranged as follows:—

Sixth.			
Remove.		Fourth	{ Upper.
			{ Under.
Shell	{ Upper.		
	{ Under.	Third	{ Upper } Under
			{ Under } School.
Fifth	{ Upper.		
	{ Under.		

Of these the Head Master takes the Sixth Form; and the Under Master, besides having the partial charge of the Under Fourth, takes the Under School. The other Divisions are allotted to Four Assistant Masters.

The Mathematical divisions of the School are generally coincident with the Classical, subject only to an exception in the occasional case of a boy who is so far advanced beyond his class fellows as to make this a real injustice to him.

In French, the two highest forms are thrown together and divided anew to form the French classes; the same is done with the youngest. The intermediate classes are at present coincident with the forms. French and Mathematics form a part of the regular school work, without extra fees. No other modern language is taught, nor are there "any appliances for the study of natural science." Both music and drawing are voluntary studies; but "a singing class is formed from time to time, under the instruction of Mr. Turle, the organist of the Abbey."

A drawing master attends for three periods of two months each in the course of the year, and sometimes more, if required. Each pupil is, ordinarily, with him for a period of an hour and a half in the week. "A class has comprised twelve or fourteen members."

In regard to the mode in which boys pass from one form, or subdivision of form, to a higher one, Mr. Scott thus explains the system:—

"Removes are given mainly according to proficiency, estimated partly by the weekly marks for lessons and exercises, and partly by examination. Twice a year, at Christmas and at Whitsuntide, trials take place, in which the boys are required to translate on paper passages from Greek and Latin into English, and from English into Latin prose and verse, all new to them at the time. Marks are given for this; and likewise examinations, *videlicet* voce and on paper, are conducted by the Masters, by which all the work of the half-year is tested; no Master examining his own form. There is also an examination in August, but no 'trials.' The marks for examination are then combined in certain proportions with those for form work, and the places" (or order in which the boys, if qualified, pass to a higher form) "are fixed by the result. In estimating the relative value of different subjects, I should say that Classics reckon as fully two thirds of the whole, the remaining third being Greek Testament and Scriptural subjects, History, Geography, and English, so far as answers to historical and other questions on paper may be considered English composition."

"In cases of marked proficiency, Mathematics are admitted as giving a claim to promotion. French has never done so, but I think that it might with advantage."

The hours of study in school are, on whole school days, viz., Monday, Tuesday, Thursday, Friday, from 8 to 9, from 10 to 12.30, and from 3.30 to 5.30; and on half holidays, viz., Wednesday and Saturday, the work in school terminates at 12.30. These boys who board at home are allowed to come (having breakfasted) at 9 instead of 8, and it is arranged that one of the Masters should remain with them in school during the school breakfast hour, viz., from 9 to 10.

There is no definite rule as to the proportion of Masters to boys. All the Assistant Masters are appointed by the Head Master. The Head Master himself and the Under Master are appointed by the Dean of Christ Church and the Master of Trinity alternately, with the consent of the Dean of Westminster. At present there are, in addition to the Head and Under Master, four Assistant Classical Masters, no one of whom seems to have more than thirty boys to teach, while one or two have a much smaller number.

The accommodation provided for the Queen's Scholars has been much improved within the last twenty years. Up to 1846, there was one large dormitory, in which all the forty Queen's Scholars lived by day and slept at night, there being nothing whatever in the nature of private rooms for study. They dined, as at present, in the College Hall, but resorted for their breakfasts (and also for their lodging and the whole of their board, when sick) to the boarding houses to which they had respectively belonged when Town boys. No breakfasts were then provided by the Dean and Chapter. The cost of maintenance, coupled with that for tuition, averaged, at that time, from £80 to £100 per annum. When the late Dr. Buckland was Dean, he appears to have been much struck with the undue amount of this charge, and with the inadequacy, in many respects, of the accommodation provided for the Queen's Scholars; and by his advice and under his personal superintendence, various improvements were effected, as well in the arrangements of the



dormitory as in other respects, in consequence of which the boys are better and more comfortably lodged and fed, and the expense is, at the same time, very materially reduced. The total cost of the new arrangements was between £4,000 and £5,000 of which the Dean and Chapter appear to have contributed £700, and the Queen the sums of £500 and £300, the balance being met by the charge of £5 per annum to the parents of each scholar, until the total debt should be paid off. At the same time, the Chapter undertook that the total expense of each scholar should not exceed £45 per annum. The debt upon the new buildings having been paid off, and it having been found practicable to make certain reductions in other respects, the charge to the parents of a Queen's Scholar, has been further diminished, and now is from £34 to £35 per head, of which, as previously stated, £17 are paid for tuition. Under the new arrangements, the dormitory is divided into forty distinct sleeping places, ranged on each side of a central passage, which runs the whole length of the building, and separated from each other by close permanent partitions of about eight feet high, and from the passage by partitions in which curtains are substituted for the panels.

There have been also provided under the dormitory, by closing up what was in the original construction of the building an open cloister, two large rooms, intended for the junior elections (or divisions of the Queen's Scholars) to read in, with a certain number of small private studies partitioned off, and each holding two of the upper boys with the exception of one which is occupied by the Captain alone. On the whole, the arrangements of the dormitory, &c., appear to afford adequate accommodation. The sanatorium connected with the dormitory, and intended for the use of the Queen's Scholars, was built at the time at which the alterations were made which are above adverted to, and is very well adapted for its purpose. It is under the charge of a resident matron. The Chapter have also recently formed a covered play-ground for the Queen's Scholars at a very considerable expense.

As regards board, the Queen's Scholars breakfast, dine, and sup in the College Hall.

The boys ordinarily have tea or coffee in College after their hall supper. This is made by the juniors, but is paid for by the boys of the two upper divisions (seniors and third election), and the lower boys have what remains of it after the upper boys have finished.

The immediate charge of the College rests, under the general superintendence of the Head Master, with the Under Master, who occupies a house immediately adjoining the dormitory, and communicating with it by a passage.

The punishments in use in the school are the rod, applied either to the back of the hand, or in the ordinary mode of flogging, impositions to be learned by heart or written out, confinement to Dean's Yard, and refusal of leave out. Flogging, according to Mr. Scott, has very much diminished in frequency, there not being ordinarily more than one or two-cases in a half-year. It takes place in a room in the back of the school, and is inflicted, so far as the Upper School is concerned, by the Head Master, in the presence of one boy besides the culprit. Boys in the Under School are punished by the Under Master.

The Master is aided in the maintenance of discipline by some of the elder boys. The four head boys on the foundation are called the Captain and Monitors, and are formally entrusted with authority by the Head Master in the presence of the school, a set form of words being used on the occasion; they are specially charged with the maintenance of discipline generally, and, in respect of Queen's Scholars particularly, have a recognized and limited power of punishing breaches of discipline, or offences such as falsehood or bullying. Over the Town-boys they have, according to Mr. Scott, "a certain authority also, but there is a jealousy about this."

Mr. Scott further states, that "the head boys are responsible for the lists of absentees when leave is given, and are charged with the duty of seeing that station is kept," i.e., that, "in play hours, the boys be in the play-ground, unless some reason has been allowed for absenting themselves."

Mr. Scott considers "some such powers as are possessed by the Monitors, highly conducive to discipline, as enlisting the elder boys in support of law and order," but he appears to think that the system is one which requires watching—an opinion in which the Commissioners concur.—*English Educational Times*.

At the Paris Academy of Sciences, a paper was read on a new method proposed by M. de Littrow, the director of the Imperial Observatory at Vienna, for determining longitude at sea. M. de Littrow's method consists in determining the hour by two circum-meridian observations of the sun, one about half an hour before, and the other about half an hour after the observation at noon, universally taken to determine the latitude. This method was put to the test during the voyage of the Novara round the world, for scientific purposes, and not only found to answer, but adopted definitely in preference to the old methods.

## II. Papers on Colonial Subjects.\*

### 1. THE COLONISTS IN COUNCIL.

The Parliamentary buildings at Quebec are remarkable neither for beauty nor extent. Built to supply a temporary want, on the ruins of the stately "palace of St. Louis," they represent expediency rather than right. The shadow of Ottawa and the Queen's decision was upon them from the beginning, dwarfing and diminishing all their proportions. The very architect must have felt that he was bringing forth a posthumous child, and he might very well have written over the front entrance—"Ichabod! Ichabod! the glory is departed!"

But if the plain brick and three storied building has nothing to recommend it, either to the eye or to the understanding, the site on which it stands may challenge comparison with any in the world. Hewn out, half-way down the historic cliff, it is impossible to conceive a more commanding position. Hereabouts once stood the primitive frame-house and garden of Samuel Champlain, the founder of the city; and yonder, at the foot of the cliff, its last invader, Richard Montgomery, fell, on the last day of the memorable year 1776. Above, the citadel towers—the Gibraltar of the North. Below, Mountain-hill street dips down to the broad river, as steep as a stair or a timber-slide. The grand battery buttresses the very walls, with its hundred grim guns keeping watch upon the wide estuary, the island of Orleans and the heights of Levis. On the inner side, the spires of many churches, and the huge bulk of the Laval University, occupy the spectator's attention. A nobler site, we say, for a national palace, could hardly be found in Christendom.

In the wing of this homely edifice, so splendidly surrounded, which has hitherto been occupied by their Canadian Lordships, the members of the Intercolonial Conference assembled, on the 10th of the present month. The attendance was more numerous than had been anticipated. Newfoundland, invited at the eleventh hour, sent two delegates; Nova Scotia was represented by five, Prince Edward's Island by seven, and New Brunswick by seven. Canada was represented by its full Council: so that the whole Conference consisted of thirty-three members. A Photographer of the city has transferred the entire group to card-paper; but a pen-and-ink etching may not be unacceptable to your readers at a distance.

The Conference room, formerly the reading room of the Upper House, was tastefully but plainly furnished for the occasion. A long, narrow table, covered with crimson cloth and littered with stationery, statutes, pamphlets and books of reference, ran down the centre of the room, leaving just space enough at either side for the chairs of the delegates. The chair occupied the centre, as at a dinner party; at one extremity sat the astute leader of the New Brunswick, and, at the other, the gallant chief of the Prince Edward Island Government. The presiding officer, Sir Etienne Tache, seemed as if formed by nature and experience, for his position. An old soldier, and a finished gentleman—he might fairly be called the Sir Roger de Coverley of Canada. Under a refinement of manners only too unusual in this age, he concealed a latent fire and determination of character, which showed, how much vehemence must have gone originally to his composition. He was supported on his immediate left by his colleagues Messrs. Cartier and Galt, and on his right by Messrs. McDonald, Campbell, and McGee. *Vis-a-vis*, were the remaining six of the Canada twelve, Mr. Brown between Messrs. McDougall and Mowat, with Messrs. Cockburn, Langevin and Chapais, to their right and left. The upper end of the table was occupied by New Brunswick and Nova Scotia, the lower end by the members from Prince Edward and Newfoundland. The four Provincial Secretaries, Messrs. Tupper, Tilley, McDougall and Pope, were the honorary Secretaries; but the Executive work was done by Mr. Hewitt Bernard, Chief Law Clerk for Upper Canada, who was accommodated with a desk in one angle of the room.

It might be invidious to particularize the *personnel* of the Canadians. Most of the gentlemen named are familiar both by appearance and antecedents to all their countrymen. A short description of the delegates from other Provinces, will be open to no such objection on the score of good taste.

Of all the delegates, those who took the most constant share in the general work of the Conference were the Nova Scotians. Their leader, Dr. Tupper, spoke, probably oftener, though never longer, than any other member. Always forcible, keen, and emphatic, with large stores of information, and an inexhaustible vocabulary, he made his influence felt, in every branch of every subject. Their was, however, a suppressed temptation to sarcasm in his tones,

\* Public attention has lately been so much absorbed in the scheme for the confederation of Canada and the maritime Provinces, that we devote some space in this month's *Journal* to various papers on the subject.

which occasionally marred the effect of his best arguments and most stirring appeals. His accents seemed to say that he could be scathing if he liked, and in this respect we believe his local reputation is fully established. But from the conversational tone of the Conference, there was no occasion to draw forth the Doctor's powers of sarcasm. Of his associates, Mr. Attorney General Henry, and Mr. McCully, leader of the Nova Scotian Opposition, were equally men of mark. With Dr. Tupper, they might be called—to borrow a phrase of Alexander Dumas—"three strong men." In point of energy, the two latter gentlemen were not ill-matched; but for strong, vigorous, downright dialectics, the palm must be given to the Opposition leader.

While the three members just named gave a common impression of the Nova Scotian embassy in point of ability, Messrs. Archibald and Dickey left even a more agreeable one, as to their accomplishments. In debating manner, Mr. Archibald had no superior, and hardly an equal. His easy elocution, and dulcet tones might, in a popular assembly, be drowned or disregarded, but in a conference of his peers they were admirably effective. With such an audience, where every attempt at oratorical effect would have begot suspicion, Mr. Archibald's dispassionate manner, his voice breathing nothing but harmony and good fellowship, won its way insensibly to every man's understanding. If this was art, it was the very highest art; but we incline to the opinion 'twas the native genial character of the man, shining through the thin gauze of professional training and public obligation. His nearest rival in the amenities of debate was, probably, his colleague, Mr. Dickey.

The speaking of the New Brunswick seven was left mainly to Mr. Secretary Tilley, the leader of that Government, Mr. Johnson, Attorney General, Mr. John H. Gray, Mr. Chandler, and Mr. Fisher. The Secretary was not a frequent speaker. He seldom rose except when financial questions were under discussion, and then he delivered himself like a master of the subject. Without having the extraordinary facility of statement which on such subjects distinguishes Mr. Galt, he was always clear, cogent, and to the point. The unpardonable sin in Mr. Tilley's mind, would seem to be, surplage. There was not in all he said, a sentence thrown away, or a syllable over much. He possesses above most of his colleagues that essential knowledge for a good party leader, the knowledge of where and when to stop. Any ordinary man can open an argument; most men can keep one up, but Mr. Tilley always knows where his matter ends, and when that is out, he never attempts to prolong discussion for the mere sake of an argumentative triumph. And the condensation of his style was no bad index to the tenacity of his character. To carry his point was his all in all, and it is but justice to him to say, he generally succeeded.

Mr. Chandler and Mr. Fisher, both lawyers and politicians of long standing, gave their attention chiefly to the legal and constitutional questions. Their age, experience and abilities, were of the highest value to the Conference during these deliberations. It was pleasant to see—especially in the person of Mr. Chandler, the senior member of the Conference (except Sir Etienne), that years had not been able to still the generous ardor of his blood, or to convert his former patriotism into skepticism of popular intelligence or popular capacity. The youngest member present could not have contended with greater zeal for the privileges of the people than this veteran of Provincial politics, who has been so often held up to us as the *beau ideal* of "an old Tory."

Mr. Gray, also of the New Brunswick bar, more than any of the eastern members, gave the listener, at the first tones of his voice, the idea of an orator. Of a fine manly presence, with a voice of great flexibility and compass, and an ample flow of language, his whole ensemble was that of a finished public speaker. If he has a fault it is in a certain rich redundancy of expression which might well mislead the casual observer into the conclusion that his argumentation was less close and logical than it really is. This, however, would be an error and an injustice. There is nothing whatever inconsequential or inconsecutive even in Mr. Gray's most discursive flights. His panoply of shining words is never to be compared to—

"Saul's plate armor on the peasant boy,  
Encumbering, but not arming him."

The same mind that supplies the armor, supplies the strong and sinewy substance to sustain it. Nor is it at all inconsistent, that, as in this case, splendour of diction, and soundness of judgment should be found going aptly together. In short, if for a Bank parlor negotiation, his Province could not have a better representative than Mr. Tilley, or for an Appellate Court than Mr. Chandler or Mr. Fisher, for a popular or Parliamentary audience they certainly could have found no more impressive spokesman than Mr. Gray. Mr. Johnson, the Attorney General of this Province, has great dash and vigor, and would be apt to prove a difficult opponent at *Nisi Prius*.

The Islanders at the other end of the table were less frequent debaters than the Acadians. The two gentlemen from Newfoundland (perhaps in consequence of the peculiarity of their commission, being present only *ex-officio*), spoke rarely and always briefly. But the weight which attaches to personal character was seldom more strikingly exemplified. It is not too much to say, that of the whole thirty-three, no two exercised a more effectual, although so silent, an influence. It was enough to make one proud of British America, as well as sanguine for its future, to have observed closely the tact and sagacity, and the large and enlightened views of Messrs. Carter and Shea. One a merchant, the other a lawyer; one in Opposition, the other in office; one a Catholic, the other a Protestant, they seemed moved throughout by one will and one purpose—to guard the interests of Newfoundland, and, at the same time, to promote the grand design. Nothing petty, or partizan, or mercenary had the least weight in forming their judgments, and the frankness of their explanations were as noteworthy as their freedom from every belittling prejudice.

The group which sat to the right and left of Colonel Gray, the gallant chief of the Prince Edward's deputation, fairly represented every class in that tight little island. Col. Gray himself, a colonist by birth, and one proud and jealous of his birthright, connected by family and regimental ties, with some of the first military reputations in the Empire, was, for his fine personal qualities, and especially by all those who remembered what an admirable presiding officer he made at Charlottetown and Halifax, looked up to with a feeling almost of veneration. Mr. Palmer in all subjects connected with his own profession; Mr. Pope in point of general and varied information; Mr. McDonnell and Mr. Haviland; Mr. Coles and Mr. Whelan, compared favourably with the general composition of the Conference. The latter gentleman, Mr. Whelan, is said to be one of the best public speakers in the Lower Provinces; he certainly is one of the best writers, as the pages of the *Charlottetown Examiner* sufficiently testify.—*Quebec Correspondent of the Montreal Gazette.*

## 2. VISIT OF THE DELEGATES TO EDUCATIONAL INSTITUTIONS, TORONTO.

On the 3rd ult., the delegates from the Maritime Provinces paid a visit to the Chief Educational Institutions of Toronto. The first institution visited was the Upper Canada College, where a very large number of spectators had assembled in anticipation of a visit to that building. The principal of the college, Mr. Cockburn, and the other professors received the delegates in the hall and accompanied them to the large lecture room where the following address was read: We, the Principal and Masters of Upper Canada College, beg to hail your visit to this part of Her Majesty's dominions as an event of high importance to the Empire of which we form a part, and as likely to influence the history of the world. As a college, we take no direct part in politics, but we cannot deny ourselves the pleasure of congratulating you on the prospect of re-uniting, the scattered bands of Englishmen who have settled in the different parts of British America, and who have hitherto been, to some extent, socially severed, though occupying regions not far apart. It has been our pleasing duty and pride, as a corporation, to educate upwards of 3,000 youth, coming from the Red River, and Newfoundland on the one hand, and from the far north to the West Indies on the other. Anything, therefore, that tends to unite these Provinces—and your visit cannot fail to have this effect—must at the same time extend the fame and influence of this "Ancient Seat of Learning." On these walls are recorded the names of those who, having Academic laurels, have gone forth to the battle of life strong in loyalty and attachment to the institutions of our fatherland. Our *Alumni* are wont to be found in the various fields of usefulness, in the legislature of this country, as well as in the learned professions, and in the army and navy of the British Empire. Gathered together from the various provinces in the proposed federation, our students cannot fail to acquire a better knowledge of each other, and thus aid in drawing closer the social tie which will render this young and prospering Empire a harmonious whole—a child not unworthy its mighty parent. We again give you a hearty welcome, and wish you all success and prosperity in your noble mission.

Col. Gray, of Prince Edward Island, replied briefly and thanked the Principal and Teachers for the kindly sentiments expressed in the address as well as for the hearty welcome which had been extended to them by those assembled there.

The pupils, a large number of whom were in possession of rifles, and represented the Upper Canada College Rifle Association, cheered vociferously, and added not a little to the general interest of the occasion. The call for "three cheers for the Queen" was given by a Southern boy of the name of Clay, a grandson of the celebrated statesman, Henry Clay. At the close of the proceedings this youthful association retired from the building and formed open line

in front of the college, presented arms and cheered heartily, while the visitors passed through upon leaving the grounds.

The carriages were then driven up Simcoe street and along Queen and Sayer streets to Osgoode Hall, where the party alighted and entered that beautiful edifice, amid the cheers of the spectators. Upon entering the hall they were met and welcomed by Hon. J. H. Cameron, Treasurer, and other members of the law society. No addresses or speeches were delivered however. The company were conducted through the building, and remained for some length of time in the library, examining the books and viewing the portraits of the Chief Justices to be seen there. Having remained in the hall for a reasonable length of time the party returned to their carriages and were conveyed through the college avenue and Queen's Park, to the University. Upon being conducted to Convocation Hall, the delegates were welcomed by the Rev. Dr. McCaul, President of University College, the other professors, graduates and under-graduates, and a large and select company of ladies and gentlemen who had been admitted by ticket to the reception. While entering the hall the students made the building ring with loud cheers for the delegates and the ladies who accompanied them. Quiet having been restored, the learned President formally received the delegates by delivering a few remarks in his usual happy and eloquent style. He extended a cordial welcome to them, and congratulated them upon their efforts in endeavoring to bring about a union of the Provinces; a scheme, he said which received his hearty approval. Dr. Tupper briefly replied on behalf of the delegates. Three cheers having been given for the President, the company left the hall, followed by the spectators, and proceeded to the museum. Upon witnessing the numerous collection of articles in that room, the visitors expressed themselves highly gratified, the inspection of the beautiful collection of the feathered tribe having afforded them much pleasure. Having been shown the many objects of interest in the University, the company returned to their carriages and upon leaving the grounds were cheered most enthusiastically by hundreds of students and others who had assembled to greet them.

After leaving the University, the visitors were driven along the Avenue to Yonge street, and thence to the Educational Department where they were met and welcomed by the Chief Superintendent of Education, the Rev. Dr. Ryerson, Mr. Hodgins, deputy superintendent, Dr. May, and Mr. Robertson, and conducted through the building. Having taken a cursory glance at the paintings, statuary, library, &c., they were taken into the model school, where the children received them with songs of welcome. Upon entering the male division and observing the large number of intelligent and respectable looking boys, one of the delegates was heard to exclaim, "Behold some of the framers of a future federation of the British settlements in the far West." Capt. Goodwin took the opportunity of putting some of his boys through gymnastic exercises for the gratification of the company. In compliance with the request of some of the delegates, the Chief Superintendent granted the pupils a holiday, a favor which will enable them the better to remember the occasion.

### 3. MR. GLADSTONE ON THE COLONIES.

The Chancellor of the Exchequer has been receiving a series of ovations throughout England. At Liverpool, he thus alluded to England's colonial empire:

Sir, I speak the language of the utmost sincerity when I say, in my opinion, after an experience which has now become a long one, the one standing pain of a public man in England, the one serious drawback upon the satisfaction of his public life, is not the free criticism with which on every side he is surrounded, and which I hold to be one of the greatest and most essential advantages he enjoys—it is not the labor, the exhausting labor, he is called upon to perform, but it is a sense of the inequality of his best exertions for the arduous duties of the government and the legislation of this country. (Hear, hear.) There is, sir, no affectation in this language. It is justified by an appeal to the plainest facts, for I apprehend it to be beyond the possibility of dispute, that the people of this great and remarkable country have undertaken responsibilities of an empire such as never before lay upon the shoulders or the minds of men. (Hear, hear.) What nation, and what period of the world, has had relations, as we have, in every corner of the globe? What nation has its factories, its interests, its ships, its commerce, in every part of the habitable world? What nation has governed as we govern, distant millions, many times outnumbering ourselves? What nation has claimed, as we claim to sway, in the name of Queen Victoria, so large a portion of the surface of the earth? What nation has made itself responsible, as we have made ourselves responsible, for the welfare of those 40 or 45 separate states in every portion of the world, which we know by the name of our colonies? And what nation has, at the same time, with the care of these direct interests and relations, been charged in the same

responsibilities in the exercise of its moral influence abroad, and the example that it has been called upon to set, and the sympathy which it must feel in the cause of right and justice and of constitutional freedom wherever that cause is at issue throughout the world. (Cheers.) Mr. Mayor and gentlemen, I am not one of those who could look forward with satisfaction to the weakening of the splendor of the sun of England's prosperity. (Cheers.) I hope on the contrary, to see in the life and labour which may yet remain to me the greatness, and the vigor, and the honor of my country continually grow; but, at the same time, I do not scruple to say that I do witness with the utmost satisfaction the gradual growth of the tone, and sentiment, and opinion on the part of the people of England—whose sentiments will ever, in the long run, govern the course and policy of the government—the growth of a tone and temper which recognize this great fact of our enormous, yea, even of our over extended responsibilities. (Hear, hear.) It is not very long since, not in this country alone, but in every country of the civilized world, there prevailed what I may call a lust of territorial aggrandisement. A notion had gone abroad, connected no doubt, in great part, with false economical theories, that the happiness and the greatness of the people were continually to be augmented by obtaining continual accessions to the extent of its territorial empire. I hope that the time has come when the people of England have thoroughly shaken themselves free of that notion, when they have arrived at the solid and mature conviction that a nation may have too much territory as well as too little; that where you have too much territory you may have contracted responsibilities with respect to it of which you cannot honorably free yourselves, but that we have reached a point at which all such lust after territorial aggrandisement should be steadily and permanently fore-sworn. The true principle is to cultivate what Providence has given us, but not to seek, by addition to the sphere of our labours, still further to overtax those human powers which are already charged beyond their true faculties for the satisfaction and discharge of their responsibilities. (Hear, hear.) I think that we may trace in other ways the progress of what I would call a true and just and practical philosophy, and practical politics, on the part of the people of this country. (Hear, hear.) Now, what a change for example, has passed the mind of England within the last three generations with respect to the government of its colonies. (Hear.) Not more than one century ago, I am bound to say, the idea on which the colonial relation was based, was in the main a narrow and selfish idea. In one respect, indeed, the administration of the old American provinces was carried on upon a system that is still abroad, as many still living persons know, but yet it was based essentially upon the idea so far as economical and commercial purposes were concerned, that the interests of the colonies were to be made subservient to those of the mother country, and that the channels of its trade, and even of its industrial exertions, were to be forced in a direction different from that which nature would point to, in order to make it tributary to the greatness of the mother country. (Hear, hear.) Well, gentlemen, we have thoroughly and entirely escaped from any such dream. (Hear, hear.) We have given to our colonies practical freedom. (Hear, hear.) And I think with respect to the government of those dependencies in general there is yet much to be done, slowly perhaps and cautiously, but firmly and resolutely, to be done in rectifying the distribution of burden and of benefit in order to place the people of England not in that position of ascendancy and security which they have in good faith renounced, but in that position of justice and equality to which they have an indefeasible claim. (Cheers.) What I think we desire is to give freedom as far as we can to our provinces in the affairs of our fellow-subjects abroad, to lend them as far as we can the shelter and protection of the power of this great empire, but not to consent to be charged with the payment of vast sums of money for the sake of performing duties which belong to them rather than to us, (hear, hear); and the performance of which in every case is an inalienable part of the functions of freedom. (Cheers.) For, sir, there cannot be a grosser mistake in politics than to suppose that you could separate between the benefits of freedom and its burdens, or to suppose that it would be a benefit to a nation for some unknown or unseen benefactor to undertake the payment of its taxes. (Hear, hear.) No; it is necessary, if you choose to aspire to claim the dignity of freedom, that you should yourselves provide the means by which free institutions prosper. (Hear, hear.)

### 4. BRITISH AMERICAN CONFEDERACY.

The New York Evening Post, after detailing what has been done in the Conference at Quebec, makes the following admirable remarks:—

"If the reader will take the trouble to examine a map of this part of North America, he will find that it includes in its extreme

length and breadth eight degrees of latitude and forty of longitude, and has an area in round numbers of about four hundred thousand square miles. The remarkable elongation of the federation compared with its cramped width, renders it anything but symmetrical to the eye, while the territory contiguous to our frontier is separated from us by few natural boundaries. Maine cuts into it like a wedge.

Yet great states have existed in Europe with border lines as artificial and with as amorphous a shape. The Dutch republic is a case in point, and our northern neighbour has yet another resemblance to that celebrated nationality. Holland is a country of rivers, a net work of canals, an inner valley with an enormous sea exposure; so, too, the one fact that a study of the map of this incipient power will impress upon a thoughtful mind is the omnipresence of water. Physiology teaches us that the minutest cell-work of the human organism is provided with its little blood vessel, which restores the decayed tissue and removes all useless matter. Now what the blood of the heart is to man, water communication is to a nation. It means commerce, cheap freight, and, in all cases where there are great internal resources, great wealth.

"The tidal wave or the descending river current washes four-fifths of the new federation. Nova Scotia is a honey-comb of harbors. Between Halifax and Cape Causau there are fifteen havens, twelve of them are deep enough for ships of the line. In New Brunswick we are told that hardly any part of the country is destitute of some stream, of greater or less size; and in some parts of the interior a canoe can be conveyed with equal ease to the Bay of Chaleur, the Gulf of St. Lawrence or the Bay of Fundy. But it is in the Canadas that we see most clearly how prodigal of help nature has been to the new federation. From St. Mary's river to the ocean, that marvellous chain of great inland seas, Huron, Erie, Ontario, are as it were but a great river expansion which narrows into the St. Lawrence and falls into the Gulf. Into this flows the Ottawa, draining eighty thousand square miles of land; into it also flow a thousand streams of greater or less breadth, but all of them with a sufficient fall to give impetus to innumerable water-wheels. What nature has failed to do art has accomplished, and the Falls of Niagara and the rapids of Long Sault have been surrounded by deep ship-receiving canals. While these great highways of travel prepare the way for rapid inter-communication and cheap transportation the climate offers no insuperable obstacle. The Gulf Stream warms the maritime provinces. In winter, drenching them, indeed, too often with mist and rain; all, save Prince Edward's Island, which curiously secures the advantage of a clement sky without the accompanying fog. But if there be damp sea-breezes there is also health, and the singular longevity of the people has passed into a proverb.

"In the Canadas the winters are sharp, but the summer is correspondingly hot, and vegetation springs up with swift and exuberant life. The severity of the cold season has also much abated since the forests have been cut into; the winters of New Brunswick have, it is affirmed, been shortened two months by this one cause. The frost, it is true, freezes up the rivers in December, and interrupts the regular passage of ships, but the country is already possessed of many hundred miles of railway, and when the Intercolonial railroad is completed there will be an unbroken line of communication from the ocean to the farthest interior.

"The resources of the provinces are confessedly very great. The waters of the inland valley and the outlying gulf swarm with fish. The back country is filled with extensive forests, and the soil is everywhere admirably adapted for the growth of cereals. At Ottawa and Saguenay 800,000,000 feet of lumber are turned out by the saw mills every year. Part of this is exported to Europe, part is sent to the United States, and part is employed in ship-building, which is itself a prominent branch of industry. The lumber business is constantly on the increase, and as early as 1857 exceeded the agricultural product.

"The Canadas and Nova Scotia are also certain to be great wheat growing countries. In the latter province vast alluvial marshes have been reclaimed from the sea and protected by artificial dykes. Upper Canada, wedged in between Lake Huron and Lake Erie, is extremely fertile, with a rich vegetable mould four feet deep, abundantly irrigated and at present only partly tilled. Wheat is the grand staple, but barley, oats, buckwheat and potatoes are raised to great profit. Where the soil is not adapted for the plough, it is nevertheless excellent for pasturage, and horses, sheep, cattle, as well as the products of the dairy, not only satisfy the home demand, but supply foreign markets.

"The fisheries are another marked feature of wealth. Cod, hake, halibut, haddock and shoals of mackerel fill the Bay of Chaleur, slide up along the shores of the Gulf of St. Lawrence, swarm in the harbour of St. John and the mouth of the Bay of Fundy. Alewives follow the tidal streams, and are seized in vast quantities. The nets burst with their weight of manhaden, which are caught

for their oil, and in Newfoundland the business of extracting oil from the seal is almost outrivalling the cod trade.

"But it is in its geological configuration that the prodigious importance of the new federation is most distinctly discerned. The extreme east abounds in gypsum, in excellent lime stone for building purposes, in plumbago, iron ore and coal. The carboniferous region covers an extent of one thousand square miles, while gold in the hard quartz has made the maritime provinces almost a second Australia. In the west, too, copper and silver have been found, and only wait the coming of the capitalist to return an abundant harvest. Besides all this, the Hudson Bay Company makes Canada a mart for its shipment of furs, and the point of a departure of its Indian traffic."

## 5. THE COLONIES OF GREAT BRITAIN—THEIR AREA, POPULATION, COMMERCE, DEBT, &c.

The Colonial dependencies of Great Britain have, during the twenty years previous to 1860, progressed very rapidly in population and trade. We find in the "Statistical Journal of London" an article from which we have compiled the following very valuable statistics respecting their growth, extent, &c.

The colonies and dependencies are arranged in seven groups, chiefly according to their geographical affinities, in the following manner:

1. The North American Group.
2. The West Indian Group.
3. The West African Group.
4. The South African Group.
5. The Eastern Group.
6. The Australian Group; and
7. The Mixed Group, containing places not in any of the foregoing divisions.

### 1. North American Group.

This group contains seven colonies, viz.:

1. Canada,
2. Nova Scotia,
3. New Brunswick,
4. Prince Edward Island,
5. Newfoundland,
6. British Columbia, and
7. Vancouver Island.

The aggregate territory of these colonies covers 512,169 square miles; the population, according to the latest returns, was 3,294,561, of whom 34,807 were people of color.

The value of the imports and exports in 1860, and the extent of the trade with the mother country, are shown by the following figures:

#### Imports from—

The United Kingdom .....	£4,882,000
Other countries.....	7,038,000
	£11,920,000

#### Exports to—

The United Kingdom .....	£3,618,000
Other countries.....	7,174,000
	11,792,000

Total..... £23,712,000

One-third of the commerce of this group is carried on with England; the greater part of the remainder goes to the United States.

The whole amount of revenue raised for the year was £2,064,313, which is equal to a poll tax of 12s. 7d. The public debt at the end of the same year was £14,232,502.

The following table will show the area, population, trade, debt, &c., of this group in detail:

#### NORTH AMERICAN GROUP—AREA, POPULATION, DEBT, &c.

Colonies, &c.	Area, Square Miles.	Population according to latest Return	Revenue Raised in the Colony in the Year 1860.	Debt on 31st December 1860.	Commerce in 1860.	
					Value of Imports.	Value of Exports.
1. Canada.....	310,080	2,506,758	1,499,000	11,971,000	7,078,000	7,116,000
2. Nova Scotia.....	18,671	332,364	177,000	1,004,000	1,708,000	1,334,000
3. N. Brunswick.....	27,105	252,047	179,000	1,036,000	1,447,000	916,000
4. Pr. Ed. Island.....	2,173	80,837	20,000	41,000	230,000	202,000
5. Newfoundland.....	40,200	122,638	128,000	175,000	1,206,000	1,233,000
6. Br. Columbia.....	200,000	Not ascertained.	53,000	5,000	257,000	11,000
7. Vanco'r. Island.....	14,000	"	.....	.....	.....	.....
Total .....	512,169	3,294,561	2,065,000	14,232,000	11,920,000	10,792,000

The material advancement may be estimated by the following comparisons:—In 1838, there were five colonies in this group. British Columbia and Vancouver Island have since been added. The population was, in the year stated, 1,282,000; it is now 3,294,561; being an increase of 157 per cent.; the aggregate value of the imports and exports was then £9,185,000; it is now £23,712,000, equal to an increase of 158 per cent.

2. *West India Group.*

This group contains seven colonies, viz. :

- |                     |                           |
|---------------------|---------------------------|
| 8. Jamaica,         | 12. Trinidad,             |
| 9. Honduras,        | 13. Windward Islands, and |
| 10. Turk's Islands, | 14. Leeward Islands.      |
| 11. British Guiana, |                           |

Excluding Turk's Island, the area of which appears not to be known, this group measures 99,000 square miles. The population at present is 1,075,395 persons, the most of whom are colored. The exact numbers in those colonies where the distinction of race has been observed in the enumeration of the inhabitants are 54,650 white, 967,294 colored.

In 1860, the value of the goods imported and exported was as given below :

<i>Imports from—</i>	
The United Kingdom .....	£2,627,000
Other countries.....	2,710,000
	£5,337,000
<i>Exports to—</i>	
The United Kingdom .....	£4,653,000
Other countries.....	1,178,000
	5,831,000
<b>Total .....</b>	<b>£11,168,000</b>

The United Kingdom has the largest share of this commerce, as it takes more than seven millions of the aggregate value.

The revenue for 1860 was £919,897, or 17s. 1d. per head of the population. The debt at the end of the year was £1,495,967.

The following table shows the area, population, trade, debt, &c., of this group in detail :

## WEST INDIA GROUP—POPULATION, AREA, TRADE, &amp;c.

	Area, Square Miles.	Population, latest Returns.	Revenue in 1860. £	Debt Dec. 31, 1860. £	Commerce in 1860.	
					Imports. £	Exports. £
8. Jamaica .....	6,400	441,255	262,000	738,000	1,203,000	1,206,000
9. Honduras .....	13,500	25,635	36,000	.....	232,000	293,000
10. Turk's Islands. { Not ascer- tained. }		4,378	11,000	1,000	42,000	34,000
11. British Guiana .....	78,000	155,028	180,000	527,000	1,146,000	1,513,000
12. Trinidad .....	1,754	84,458	185,000	136,000	829,000	715,000
13. Windward Isl's .....	777	258,933	157,000	35,000	1,368,000	1,456,000
14. Leeward " .....	659	105,736	89,000	59,000	517,000	598,000
<b>Total.....</b>	<b>99,090</b>	<b>1,075,395</b>	<b>920,000</b>	<b>1,496,000</b>	<b>5,337,000</b>	<b>5,832,000</b>

There has been a considerable increase in the population, but a falling off in the value of the imports and exports since 1838. Then the population consisted of 675,000 persons; it is now 37 per cent. above the number. The value of the trade was then £12,700,000, or 12 per cent greater than at the present time.

3. *West African Group.*

This is a very small group; it contains three dependencies :

- |                   |                 |
|-------------------|-----------------|
| 15. Sierra Leone, | 16. Gambia, and |
| 17. Gold Coast.   |                 |

The total surface is 6,488 square miles; the population 199,909 persons, of whom 392 only are whites.

The figures for 1860 express the annual value thus :

<i>Imports from—</i>	
The United Kingdom .....	£233,000
Other countries.....	125,000
	£358,000
<i>Exports to—</i>	
The United Kingdom .....	£205,000
Other countries.....	319,000
	524,000
<b>Total .....</b>	<b>£882,000</b>

The sum raised in 1860 was £49,581, or 4s. 11d. per head of the population; the debt was then £2,304.

The following table gives the area, population, trade, debt, &c., of this group in detail :

## WEST AFRICAN GROUP—POPULATION, AREA, TRADE, &amp;c.

	Area, Square Miles.	Population, latest Returns.	Revenue in 1860. £	Debt Dec. 31, 1860. £	Commerce in 1860.	
					Imports. £	Exports. £
15. Sierra Leone.....	468	41,624	32,000	.....	173,000	304,000
16. Gambia .....	30	6,839	10,000	.....	73,000	109,000
17. Gold Coast .....	6,000	151,546	7,000	2,000	112,000	111,000
<b>Total .....</b>	<b>6,488</b>	<b>199,909</b>	<b>49,000</b>	<b>2,000</b>	<b>358,000</b>	<b>524,000</b>

The population since 1838 has increased by 5,493 persons; and the value of the trade, comparing 1860 with 1838, by £260,000, or 44 per cent.

4. *South African Group.*

Two colonies only are comprised in this group, viz. :

- |                            |            |
|----------------------------|------------|
| 18. Cape of Good Hope, and | 19. Natal. |
|----------------------------|------------|

The extent of the two colonies is 119,268 square miles; the population, at the latest return, was 388,906. Of that number, 114,106 were white, and 274,800 colored.

The value of the imports and exports in 1860 is represented by the following figures :

<i>Imports from—</i>	
The United Kingdom .....	£2,116,000
Other countries.....	705,000
	£2,821,000
<i>Exports to—</i>	
The United Kingdom .....	£1,392,000
Other countries.....	828,000
	2,220,000
<b>Total.....</b>	<b>£5,041,000</b>

The amount raised was £612,078, or 31s 6d. per head on the population; the debt in the same year, that is to say 1860, was £418,400.

The following table gives the area, population, trade, debt, &c., of this group in detail :

## SOUTH AFRICAN GROUP—POPULATION, AREA, TRADE, &amp;c.

	Area, Square Miles.	Population, latest Returns.	Revenue in 1860. £	Debt, Dec. 31, 1860. £	Commerce in 1860.	
					Imports. £	Exports. £
18. C. of Good Hope. 104,951		281,235	235,000	368,000	2,466,000	2,980,000
19. Natal .....	14,317	157,583	57,000	50,000	355,000	140,000
<b>Total .....</b>	<b>119,268</b>	<b>388,906</b>	<b>292,000</b>	<b>418,000</b>	<b>2,821,000</b>	<b>3,220,000</b>

In 1838 Great Britain had but one colony in South Africa—Natal has since been settled. In the year named the population amounted to 147,341; it is now 388,906, which is equivalent to an increase of 164 per cent.

The combined value of the imports and exports was then £1,424,000; it is now £5,041,000, which represents an increase in that interval of 254 per cent.

5. *Eastern Group.*

Four dependencies are placed in this group, viz. :

- |                |                    |
|----------------|--------------------|
| 20. Ceylon,    | 22. Hong Kong, and |
| 21. Mauritius, | 23. Labuan.        |

The total extent is 25,485 square miles; the population is 2,351,300 persons, of whom only 11,186 are whites.

The value of that which is represented by the imports and exports is shown as under :

<i>Imports from—</i>	
The United Kingdom .....	£1,622,000
Other countries.....	4,736,000
	£6,358,000
<i>Exports to—</i>	
The United Kingdom .....	£3,065,000
Other countries.....	1,738,000
	4,823,000
<b>Total .....</b>	<b>£11,181,000</b>

This is exclusive of the Hong Kong trade, which, according to the return, "cannot be ascertained;" the statistics of import trade being published with those of the other ports in China with which we traffic.\*

In the year of which we are treating, £1,403,206 revenue was raised; this sum is equal to 11s. 11d. per head of population. There was no debt.

The following table gives the area, population, trade, debt, &c., of this group in detail :

## EASTERN GROUP—POPULATION, AREA, TRADE, &amp;c.

	Area, Square Miles.	Population, latest Returns.	Revenue in 1860. £	Commerce in 1860.	
				Imports. £	Exports. £
20. Ceylon.....	24,780	1,919,487	767,000	3,551,000	2,551,000
21. Mauritius .....	703	310,051	541,000	2,760,000	2,280,000
22. Hong Kong.....	33	119,331	94,000	Cannot be ascertained.	
23. Labuan .....	45	2,442	1,000	23,000	13,000
<b>Total .....</b>	<b>25,485</b>	<b>2,351,300</b>	<b>1,403,000</b>	<b>6,338,000</b>	<b>4,824,000</b>

\* As regards Hong Kong, the imports are returned in connection with the China trade. The value of the exports from the United Kingdom in 1860 was £3,536,000.

† Hong Kong. The military expenses in respect of this station are computed from the year 1860, because the whole of the China expedition passed through that place.



Since 1838 two places have been added to our Eastern possessions; namely, Hong Kong and Labuan. In 1838, the colonial population was 1,382,000; it is now greater by 969,000, or 70 per cent. The value of the trade in the earlier year was £2,884,000; it is now £11,184,000, whence it is seen the increase is 288 per cent, exclusive of the Hong Kong trade.

#### 6. Australian Group.

Seven colonies are now embraced in this most important and prosperous group, viz.:

24. New South Wales,	28. Western Australia,
25. Victoria,	29. Tasmania, and
26. Queensland,	30. New Zealand.
27. South Australia,	

The extent is enormous, being upwards of 2,582,000 square miles; the population 1,358,381 persons, of whom 113,115, or less than one-tenth, fall under the class termed "colored."

The commerce of our Australian colonies greatly exceeds that of any other group. The value of the imports and exports in 1860 is expressed by the following figures:

#### Imports from—

The United Kingdom .....	£16,748,000
Other countries.....	10,970,000
	£27,718,000

#### Exports to—

The United Kingdom .....	£13,039,000
Other countries.....	9,192,000
	22,231,000

Total ..... £49,949,000

The revenue raised in these colonies is very great; it amounted this year to £6,750,312, or 84s 9d. per head of the population. The debt is also large, namely £10,678,584.

The following table gives the area, population, trade, debt, &c., of this group in detail:

#### AUSTRALIAN GROUP—POPULATION, AREA, TRADE, &c.

	Area, Square Miles.	Population, latest Returns.	Revenue in 1860. £	Debt, in 1860. £	Commerce in 1860.	
					Imports. £	Exports. £
24. N. S. Wales.....	323,487	365,635	1,309,000	3,820,000	7,519,000	5,073,000
25. Victoria .....	86,000	548,944	3,039,000	5,118,000	15,094,000	12,963,000
26. Queensland ..	678,000	56,000	175,000	.....	742,000	710,000
27. S. Australia.....	383,328	126,830	439,000	870,000	1,646,000	1,784,000
28. W. do .....	978,000	15,691	61,000	2,000	169,000	89,000
29. Tasmania.....	28,215	90,211	268,000	390,000	1,006,000	1,025,000
30. N. Zealand .....	106,259	155,070	468,000	479,000	1,648,000	589,000
Total.....	2,582,070	1,358,381	5,760,000	10,760,000	27,518,000	22,232,000

There are now seven colonies in this group; in 1838 there were but three. Victoria, South Australia, New Zealand, and Queensland are the new possessions of the Crown. In 1838 the population amounted to 145,680 persons only; it is now 1,358,391. Hence, in twenty-two years it has increased 832 per cent. The value of the trade in the earlier year was £3,720,000; it is now very nearly fifty millions sterling. This is inclusive of the trade in gold. The value of the imports and exports of this group has increased in twenty-two years by the extraordinary ratio of 1,242 per cent.

#### 7. Mixed Group.

This group is made up of eight dependencies, not conveniently referable to any of the other sections. One is in the German Ocean, three are in the Mediterranean, and the remainder in the North and South Atlantic. These places are respectively—

31. Heligoland,	35. Bermuda,
32. Gibraltar,	36. Bahamas,
33. Malta,	37. St. Helena, and
34. Ionian Isles,	38. Falklands.

The combined territory contains 11,750 square miles; the population is 441,270 persons of whom 36,119 are colored.

Excluding Gibraltar, for which place there is no return under this head, the value of the commerce, in 1860, was in respect of—

#### Imports from—

The United Kingdom .....	£620,000
Other countries.....	4,299,000
	£4,919,000

#### Exports to—

The United Kingdom .....	£2,066,000
Other countries.....	1,138,000
	3,204,000

Total ..... £8,223,000

The sum raised in 1860 was £429,198, or 19s. 6d. per head of the population. The debt was then £333,462.

The following table gives the area, population, trade, debt, &c., of this group in detail:

#### MIXED GROUP—POPULATION, AREA, TRADE, &c.

	Area, Square Miles.	Population, latest Returns.	Revenue in 1860. £	Debt, in 1860. £	Commerce in 1860.	
					Imports. £	Exports. £
31. Heligoland .....	1	2,172	3,000	5,000	13,000	9,000
<i>Mediterranean:</i>						
32. Gibraltar .....	1½	15,462	34,000	.....	Cannot be ascertained.	
33. Malta .....	115	141,320	146,000	78,000	2,983,000	2,301,000
34. Ionian Islands.	1,041	228,669	172,000	227,000	1,689,000	776,000
Total (part.) .....	1,157½	385,551	353,000	305,000	4,471,000	3,077,000
<i>Islands in the North and South Atlantic:</i>						
35. Bermuda .....	24	11,450	16,000	1,000	158,000	23,000
36. Bahamas .....	2,921	35,287	36,000	23,000	131,000	78,000
37. St. Helena .....	47	6,444	21,000	.....	124,000	11,000
38. Falklands .....	7,600	566	1,000	.....	27,000	6,000
Total (part.) .....	10,592	53,747	74,000	24,000	435,000	118,000
Total.....	11,750	441,270	429,000	329,000	4,919,000	3,204,000
Grand Total .....	3,356,320	9,109,722	11,237,200	27,161,000	59,432,000	49,626,000

Since 1838 the Falklands have become a dependency of the crown. The population of the entire group has increased about 10 per cent.

#### Summary of the Seven Groups.

The thirty-eight colonies and dependencies of the British Crown have a collective territory of 3,356,320 square miles, supporting, according to the latest returns, a population of 9,109,722 persons, of whom 5,084,061 are "white," and 3,965,766 "colored;" the proportion being as 5 to 4, very nearly. In two or three of the smaller colonies the population has been returned without discriminating the races, which accounts for the discrepancies in the totals just mentioned. The colonial population, according to these figures, is equal, very nearly, to one-third of the population of the United Kingdom.

*Trade.*—Relying upon the value of the imports and exports, as the sufficient exponent of colonial traffic, we arrive at the following results:

#### Exports from—

The United Kingdom .....	£28,849,000
Other countries.....	30,583,000
	£59,432,000

#### Exports to—

The United Kingdom .....	£28,059,000
Other countries.....	21,567,000
	49,626,000

Total ..... £109,058,000

*Colonial Revenue and Debt.*—The whole sum raised within the colonies as revenue, in 1860, by taxation, by sale of lands, and by licences, was £11,237,385, or 24s. 8d. per head of the population.

On the 31st December of the same year, the total of colonial debts was £27,161,219. The national debt is £818,000,000. The aggregate of the colonial debts was, therefore, nearly one-thirtieth of the national debt.

*Imperial Expenditure.*—The total burthen cast by the colonies on the taxation of this country, is exhibited by the annexed statement:—

#### Military Services—

Troops .....	£2,932,725
Transports .....	256,735
Fortifications and barracks..	152,783
	£3,442,243

#### Civil Services—

Various heads .....	167,222
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Total ..... £3,509,465

*Progress.*—In 1838 Great Britain had twenty-five colonies and dependencies, peopled by 4,090,000 persons; at the present time we possess thirty-eight colonies and dependencies, with a population more than twice as numerous as it was twenty years ago. Between 1838 and 1860 the trade has risen from £35,000,000 to £109,058,000, or in more than a threefold proportion.—*Hunt's Merchants' Magazine.*

### III. Papers on Practical Education.

#### 1. PERCEPTIVE EXERCISES ; OR, HOW TO MAKE CHILDREN READY AND ACCURATE OBSERVERS.

A primary teacher should be prepared to pursue a systematic course of exercises, for the purpose of developing and strengthening those powers of mind which, in the order of nature, are first called into action. The lessons should be progressive in their character, and suited to the age and capacity of children.

This naturally presupposes some preparation on the part of the instructor. What are the powers to be cultivated and *how* shall they be developed, should be a theme of absorbing interest to every one who assumes the holy office of dealing with the immortal mind. With an earnest desire to benefit young teachers who have never given special attention to the subject of perceptive development, we present a general outline of a course upon different subjects suitable for primary schools, and, as far as time and space will permit, exhibit our plans of working out the details of each course.

##### FORM.

Order of exercises :

1. Simple Perception of Form, including exercises in Imitation, Construction, and Drawing.
2. Exercises to develop more minute Observation, Language, and Drawing.
3. Exercises of Simple Comparison.
4. Direction of the Straight Line.
5. Idea of Angles developed.
- Different kinds of Angles observed, named, and drawn.
6. Parallel Lines.
7. Description of the Square, with Drawing.
8. Description of the Oblong, with Drawing.
9. Description of the Triangle, with Drawing.
10. Description of the Rhomb, with Drawing.
11. Description of the Rhomboid, with Drawing.
12. Description of the Cylinder, with Drawing.
13. Description of the Cone, Cube, and Sphere.

To work out the details of the above course requires time, labor, and patience, on the part of the teacher. The exercises included under the division numbered 1, should not be hurried.

Apparatus for the lessons may be extemporized if necessary. A box and a chart of Forms will be found more convenient, however. A teacher can cut from common pasteboard several squares, oblongs, triangles, rings, rhombs, rhomboids, pentagons, hexagons, octagons, ovals, etc., for use. One of each of these forms may be sketched upon drawing-paper, to answer for a chart.

##### SKETCH OF A SIMPLE PERCEPTIVE EXERCISE.

The Teacher having the forms mentioned upon a table before the class, may place one in the hands of several of the class, requesting each child to go to the table and find one like it. After the selections have been made, the children may arrange themselves in a line facing the pupils remaining in their seats, and each hold up the forms that all may judge of the correctness of the choice. Other children will follow in succession selecting forms, others deciding as before.

The teacher must be animated and energetic herself, in order to keep as many of the class busy matching forms as possible, while all the others are engaged in observing those selected, and judging whether a correct choice has been made. It will depend almost entirely upon the teacher's spirit and manner, whether such exercises are interesting and beneficial to the majority of the class, or whether they degenerate into a monotonous, prosy *apology* for a lesson. As the children present the forms selected, the teacher will find it necessary to frame her questions in such a manner that they may be answered by a signal. Seeing that the attention of all the class is secured, she may say: All who think that these two forms are *just alike*, may raise their hands. Caution should be observed about allowing the children to respond to questions of this kind in a careless indifferent manner. If the teacher does not exercise some ingenuity in this respect, and put her questions in a pointed manner, some will be very likely to respond mechanically; merely following others. If this habit is continued, it must have a pernicious effect upon the mind of the child.

This simple exercise, if conducted properly, may be repeated for several successive lessons from ten to fifteen minutes in length, daily, before it will become necessary to introduce some change.

##### SECOND SKETCH.

Several children may be sent to the table to find *two forms just alike*; let them present the forms, and let the others decide as before. While those at the table are engaged, others may be sent to point objects in the room, of the same shape as some form given

them. Commencing with the oblong, books and slates may be used and the children requested to find something similar in shape. The class should be trained in this way until they will point very readily to doors, windows, panes of glass, tops of desks, etc., etc., and to any objects that may be square, triangular, or circular.

The exercises of the First Sketch may be repeated. They are only separated to afford a little variety for the succeeding lessons.—*Conn. C. S. Journal.*

#### 2. POWERS AND DUTIES OF THE TEACHER.

There is no position in all the avocations of life, where so much real, permanent good can be done, as in that of the teacher of youth, and there is no responsibility so great. The best minds of the age should engage in it, and the best energies of the community should be employed in the support of education. But all great privileges and all wealth bring with them corresponding obligations and responsibilities. We have an example constantly before us of one who "went about doing good," ever teaching with voice and act, and enforcing that teaching by faithfulness, perseverance and cheerfulness; and finally, for the sake of the good and the pure, expired upon the cross—giving us, on this occasion, the most sublime and valuable lesson ever given to man. He told us that we should be called on to answer for the means we had for doing good, in proportion to what we possessed. Great and fearful, then, are the responsibilities we have assumed, in becoming the teachers of youth; and it is well for us that we feel a realizing sense of their importance.

In considering the powers and capabilities of the teacher, the power of example stands among the first. Although its operation is silent, its authority is undisputed and most potent. Vain and futile will be the efforts of that teacher, who teaches: "Do as I say, and not as I do;" and fruitless the labors of those who fail to verify their teachings by their example. Example is infectious; especially so in early youth, when the mind is more easily impressed—when the eye is the principle avenue for impressions, and the imitative powers the strongest. But few take into consideration its noiseless workings, and the gradual unfoldment and determination of character resulting from its operation. We can never tell where a good example may fall, or in what direction it may operate. In watching the operations of a little spider, Bruce was aroused from a state bordering on despair, to activity and success. The teacher should never forget that he is a living model, and that all his acts, words, and even the expressions of his countenance have their effect; ever modifying, and frequently determining the fate of his pupils in after life.

Another power of the teacher is that of making impressions. In this respect there is great difference of capability. The conscientious teacher will avail himself of every opportunity to make a good impression. A word or a look, a simple act, now and then, may make an impression that will change the course of the whole future life, like that of a river, and settle the question of success or failure of an individual. Many instances of this are recorded in history and biography. "A kiss from my mother," said West, "made me a painter." "Contact with the good never fails to impart good," says Mr. Smiles, in his book entitled "Self-Help," and we carry away with us some of the blessing, as travellers' garments retain the odor of the flowers and shrubs through which they have passed." In speaking of the late John Sterling, Mr. Trench says of him: "It was impossible to come in contact with his noble nature without feeling one's self in some measure *ennobled* and *lifted up*, as I ever felt when I left him, into a higher region of objects and aims than that in which one is tempted habitually to dwell." "It is thus," says the author of Self-Help, "that the noble character always acts; We become lifted and lighted up in him—we cannot help being borne along by him, and acquiring the habit of looking at things in the same light; such is the magical action and reaction of minds upon each other." Every one has observed the power some men have of affecting the minds of others. When a company have become listless, how the entrance of some one will arouse the spirits, and infuse new life and energy into the minds of those in his presence. This power, I apprehend, is an indispensable element of success in the military commander, the orator, and, I may add, in the teacher.

Another power of the teacher consists in the ability to win the affection and confidence of those under his instruction. A feeling of animosity or even coldness between the teacher and his pupil, is fatal to success. The essential elements of acquiring and exercising this power, are abiding love for children, patience, perseverance, and self-control. The love must be real, not affected; the patience self-sustaining, the perseverance seasoned with cheerfulness and buoyancy of spirits; and the self-control dignified and authoritative. "Win hearts," said one of her advisers to Queen Elizabeth, "and you will win the purses and power of England." So we say of the teacher; win the hearts of your scholars—gain their love and es-

team—and you will have acquired a power essential to your success.  
—*California Teacher*.

#### IV. Biographical Sketches.

##### No. 48.—REV. R. R. BURRAGE

We regret to announce the death of the Rev. Robert Raby Burrage, for many years a Church of England clergyman in this city aged 71 years. Mr. Burrage was a native of Norwich, England, and educated under the late Dr. Valpy. He subsequently pursued his studies at Christ Church College, Cambridge, taking honours in classics. In 1815 he was appointed by the Imperial Government to be master of the Royal Grammar School at Quebec. In 1817 he took orders, receiving ordination from the late Bishop Stuart, and performed for many years active duty as a clergyman in the settlement around the city. He was also for many years secretary to the Royal Institution for the promotion of learning. Some years ago he removed to this city, and undertook the personal discharge of the duties of that office, which, however, in effect ceased upon the reorganization of McGill University. He also did duty so long as the infirmities of age left it in his power, in various city churches. He was a most earnest, hard-working, indefatigable man, and active in charitable work, seeking out diligently the deserving poor in order to relieve their wants.—*Montreal Gazette*.

##### No. 49.—CHIEF JUSTICE TANEY.

This eminent jurist died in Washington on Wednesday night last, at the advanced age of 86. He was born in Maryland, where his ancestors, an old English Roman Catholic family, had settled in the beginning of the 17th century. Admitted to the bar in 1799, he soon afterwards took an active part in public life. Delegate to the General Assembly in 1800, State senator in 1816, in 1831 he was appointed by President Jackson, Attorney General of the United States. Nominated by the President to the Secretaryship of the Treasury, he was opposed by the Senate, which was politically against him. In 1835 the same Senate opposed his appointment as an associate judge of the Supreme Court. On the death of Chief Justice Marshall, however, a senate of a different political complexion confirmed his nomination to the Chief-Justiceship. This was in January 1837, since which time until his death the nominee of General Jackson retained the elevated position to which he was then appointed. His career though an active one throughout, has been principally noted for his decision in the "Dred Scott" case. In that case he held that for more than a century previous to the adoption of the declaration of independence, negroes, whether slaves or free, had been regarded "as beings of an inferior order, and altogether unfit to associate with the white race either in social or political relations; and so inferior that they had no rights which the white man was bound to respect;" that consequently such persons were not included among the "people" in the general words of that instrument, and could not in any respect be considered as citizens; that the inhibition of slavery in the territories of the United States lying north of the line of 36° 30', known as the Missouri Compromise, was unconstitutional; and that Dred Scott, a negro slave, who was removed by his master from Missouri to Illinois, lost whatever freedom he might have thus acquired by being subsequently removed into the territory of Wisconsin, and by his return to the State of Missouri. Judge Taney had, for many years, been in a feeble state of health, though at no time unable to discharge his duties. He was, if we remember aright, the third Chief Justice of the United States, Judge Marshall being his immediate predecessor. Mr. S. P. Chase, late Secretary to the Treasury of the United States, is Mr. Taney's successor.

#### V. Miscellaneous.

##### 1. AUTUMNALIA

###### A DIRGE AND ITS ANSWER.

The tints of summer are fading fast,  
And the sore leaves are falling with every blast;  
And I think at the close of each shortening day  
That another bright summer has passed away.

It has passed like the rest, with its hopes and its fears,  
Now brightened by smiles, now bedimmed with tears—  
It has passed like the rest, with its pleasures and pain,  
And, like them, it must never return again.

The fast falling leaves and these withering flowers,  
Are all emblems of man and his fleeting hours;  
For he basked for awhile in the sun's bright ray  
And the summer of life has passed away.

And the autumn of life is chill and drear,  
When, like leaves of the forest, our hopes appear,  
As they droop one by one from the withering spray—  
And the autumn of life has passed away.

And the winter of life is sad and cold,  
And the feelings are dull and the heart grown old,  
And we long for the rest that the weary shall have  
In the silence and gloom of the passionless grave.

But the grass of the grave can new flowrets bring forth,  
And the soul of the just has a refuge of worth,  
And the spring of eternity blossoms for aye—  
And its leaves never fade, nor its blossoms decay.

Though the sun never shines in those regions so bright,  
Yet the Lamb that was slain is their shadowless light—  
And the pavement of sapphires can never be dim,  
For 'tis bright with the radiance reflected from Him,

Unfading the glories, unsated the heart—  
Tho' one never flash nor the other depart,  
And the eye never tires, though unbounded the view,  
And the joys though unchanging, forever are new.

And the muse on the emblems of earthly decay,  
Can trace, 'mid the darkness, a promise of day,  
And hear, 'mid the rustling of sere leaves and flowers,  
The harps of the angels in amaranth bowers.

—*From Fraser's Magazine*.

##### 2. MESSIAH'S COMING.

A Jewish poet (in the *Jewish Chronicle*) with singular beauty, has embodied in verse the hope and expectation of his nation. Interpreted in the light of Messiah's second coming, a beauty and a meaning yet more exquisite and expressive attaches to the sentiments thus touchingly expressed.—*Patriarchal shadows*.

Messiah's coming, and the tidings are rolling wide and far,  
As light flows out in gladness from yon fair morning star.  
He is coming and the tidings sweep through the willing air,  
With hopes that end forever time's ages of despair.  
The old earth from dreams and slumbers wakes, and says, Amen;  
Land and ocean bid Him welcome, flood and forest join the strain.

He is coming and the mountains of Judea ring again;  
Jerusalem awakens, and shouts her glad Amen.  
He is coming, wastes of Horeb, awaken and rejoice;  
Hills of Moab, cliffs of Edom, lift the long silent voice  
He is coming, sea of Sodom, to heal thy leprous brine,  
To give back palm and myrtle, the olive and the vine.

He is coming, blighted Carmel, to restore thine olive bowers;  
He is coming, faded Sharon, to give thee back thy flowers;  
Sons of Gentile trodden Judah, awake! behold, He comes!  
Landless and kingless exiles, re-seek your long lost homes;  
Back to your ancient valleys, which your fathers loved so well,  
In their now crumbled cities, let their children's children dwell.

Drink the last drop of wormwood from your nation's bitter cup.  
The bitterest, but the latest, make haste and drink it up;  
For He, thy true Messiah, thine own anointed King,  
He comes in love and glory, thine endless joy to bring.  
Yes, He thy king is coming, to end thy woes, and wrongs,  
To give thee joy for mourning, to turn thy sighs to songs.

#### VI. Educational Intelligence.

##### CANADA.

— *UNIVERSITY COLLEGE*.—The annual convocation of University College was held Oct. 28th, in the Convocation Hall, University buildings. The proceedings were of the same interesting character that always marks the annual convocation of the college—the same complimentary and well deserved remarks to the successful competitors by the professors—the same amount of clapping of hands and stamping of feet by the enthusiastic

students to their fellows in taking off prizes. When the president and professors had taken their seats, the acting registrar, Mr. Loudon, called the names of the matriculants as follows:—W. S. Dorsey, 3rd year; W. A. Bickford, 2nd year; G. T. Atkinson, 1st year; J. Betts, 1st year; F. Stanton, 1st year; A. Stewart, 1st year; W. H. Williams, 1st year. The prize composition in English verse, entitled "Denmark," was read by J. Campbell, as following:

## DENMARK.

Denmark, with joyous love and pride,  
We hailed thee o'er the sea,  
When England welcomed home her bride,  
Old Sea-king's home, from thee;  
But other notes than bridal song,  
And other thoughts and fears  
Have swelled our hearts amid thy woes,  
Vain struggling amid grasping foes.  
Crowding the misery of years  
In months of blood and fears.

Brave Denmark, could'st thou but recall  
That elder glorious day  
When from the Elbe to Finmark, all  
Was subject to thy sway:  
When Celt and Saxon quailed before  
Thy right arm, red and strong,  
And the old North Sea billows bore,  
To many a tributary shore,  
Thy Viking crew, with mirth and song,  
Rough gallantly along.

Now parted is the threefold cord,  
Severed, the triple crown,  
And she who once was Scandia's lord  
Has lost her proud renown:  
For Sweden's rivers flashing down,  
As strangers, seaward fly,  
And winds from Norway's mountains blown  
Fair Denmark's beechen plains disown,  
While many shores of Eyder lie  
Beneath a German sky.

The Viking's song is heard no more,  
No more his pennon black  
Streams proud, as flies his galley o'er  
The foaming Skager Rack;  
His sword is rust, his form is mould,  
His name has passed away,  
But the same gallant heart of old,  
The stern, the true, the free, the bold,  
Illumed by a holier ray,  
Is Denmark's heart to-day.

O! land of winter's drifting snow,  
Of summer's mist and rain,  
Could patriot valor brighter glow,  
Were all won back again;  
O! not to woo false Fortune's smile  
Thy best heart's blood was poured,  
For, dearly as each ravished mile,  
Shall shifting sand and rocky isle,  
And Jutland's shoal, and deep fiord,  
Dispute the invader's sword.

And should he leave unstained no spot  
O'er which her flag may fly,  
Yet, Denmark's he can never blot  
From names that never die;  
While squadrons plough the British seas,  
And sweep the Gallic main,  
Each pennon floating in the breeze  
From Orkney to the Pyrenees,  
Shall link with Rollo and with Sweyn,  
The glorious name of Dane.

The prizemen were then called up, and the prizes presented with the usual complimentary remarks. Rev. Dr. McCaul said that the prizes which he had then to confer differed somewhat from those which had already been conferred. They were for Public Speaking, English Essay and Public Reading. They were awarded by the College Literary Society, which was composed of graduates and undergraduates. In consequence of the great competition for these prizes, the society had instituted these special prizes: J. King, J. E. Croly, W. B. Fleming. The "Macdonald Bursary," for general proficiency was awarded to W. W. Macdonald. The Rev. Dr. McCaul, in presenting it, said that he cordially congratulated Mr. Macdonald in obtaining the "Macdonald Bursary," it being the first of the kind ever given in that University. By a happy coincidence, the recipient was of the same name as the liberal donor, and without any relationship existing between them. To-morrow the young gentleman would have the pleasure of signing, in one of the College books, his name, as the first to receive the Macdonald prize. He (Dr. McCaul) trusted that he would be but the first of a long line of students who would have similar privileges conferred upon them. (Applause.) Here a student proposed three cheers for Mr. John Macdonald, which was heartily responded to by the students. Mr. Macdonald then rose and said that it gave him much pleasure to be present on that occasion. He had no doubt that the prize had been hardly won. It was a high honor to obtain a prize in such an institution, which comprised gentlemen who would do credit to any institution in England. It was, he thought, singular that the young gentleman who obtained that prize should bear the same name as himself (the speaker) and he hoped that he would never bring disgrace upon that name. He trusted that the day was far distant when any efforts would be made to diminish the usefulness of that noble institution, and while he had anything to do with political life he would be always found an advocate for sustaining it as it ought to be sustained. (Applause.) Certificates of merit were then presented to the successful competitors. The Rev. Dr. McCaul said, in closing the Convocation he desired to touch on a few topics. He would first advert briefly to the results attendant on the matriculation examination. At the last examination there were no scholarships offered for competition. There was one scholarship taken in mathematics which was a double scholarship. The honor was won by Hamilton on that occasion. He was a pupil of the Brantford grammar school. The prize in classics was obtained by Cassells, and he was a pupil of the Upper Canada College. The first general proficiency scholarship was obtained by Coyne of St. Thomas; the second by Purdy of Upper Canada College; the third by Grover, of the same college, and the fourth by Hamilton, of Brantford grammar school. The second in mathematics was taken by Crosier of the Toronto grammar school. There were no fewer than fifteen other country institutions competed at the last May examination, and were as follows:

Grammar Schools.	No. of Honor Pupils.	1st Class.	2d Class.
Upper Canada College	6	14	8
Toronto Grammar School	2	2	4
St. Thomas do	1	3	2
Brantford do	1	3	1
Hamilton do	1	3	1
St. Mary's do	2	2	3
Galt do	1	2	1
Port Dover do	1	1	1
Whitby do	2	2	4
Markham do	2	0	4
London do	1	0	3
Weston do	1	0	2
Newbury do	1	0	2
Chatham do	1	0	1
Port Hope do	1	0	1

He thought that he was perfectly justified in saying that a considerable improvement is going on in the Grammar Schools of this country. There is but one thing wanted, and that is, the emoluments of the masters should be increased. He spoke from the experience of men of years, and he found that in consequence of the small stipends paid, most of our best men had gone elsewhere. He had, on more than one occasion, expressed his dissent that the number which attends the college, was a criterion of the prosperity of the institution. If that was the case, the college was so far successful, for during the past year, the number attending was upwards of 300. Ten years ago, the number was not more than one-third what it is now. The augmentation had been in the matriculant students, and they were nearly seven times more numerous than in the year 1853. With regard to the additional class which had been added to the list, it arose from the desire to afford those young men who were coming here from the States the advantage of pursuing their studies in that peaceful and tranquil manner which was denied them in their own country. He cordially welcomed them, and, whilst he rejoiced that they were amongst us, he prayed that the Almighty may be pleased to relieve their native land from the troubles which prevail there, and which was desolating so many homes and palsying the best exertions of their people. (Applause.) After stating that the number attending the College was not of itself an indication of the success of the College, he might be asked what other criterion he would offer. To such enquiry he would point to the accuracy of teaching, and the information conveyed in the University, and to the perfect strictness and impartiality with which their examinations were conducted. During the year, he regretted that the institution had lost the services of Dr. Wickson, who had been so long with them, and who discharged his duty so ably and well. He (Dr. McCaul) availed himself of that opportunity to speak of Dr. Wickson's departure from the College. To the liberality of Mr. John Macdonald, the institution was indebted. This step of Mr. Macdonald's was exactly in the right place; it was the link that was wanting to complete our national education. It was the beginning, and he trusted, but the beginning of many more such gifts to the College. Let him assure those who have any doubts of the expediency of such aid that it is by it that institutions of a similar nature have progressed, gifts given by a long line of men who have served their country long and faithfully. His earnest prayer was that the institution might prosper for all time to come as it had in the past. During the last ten years they have had in the College teachers and pupils of different nationalities, different religious denominations, and yet there had not been the breath of discord to dim one another's friendly intercourse. This had not been effected by any compromise of principle, or by any departure from the sacred ties of religion. Each person was allowed to maintain his opinion to the utmost, provided he did not allow them to prejudice others. These were some of the principles upon which the institution was founded, and in addition it has ever taught loyalty to the sovereign, and affection for their native land. When any of them would be called to take prominent positions in life, he trusted that they would be found worthy sons of that great and glorious empire, and soon of that more extensive confederation, by which the whole of the British American Colonies would be bound together in one political union, each receiving strength, and still as fondly embracing that old mother who nursed them in their infancy. (Loud and protracted cheers.) The convocation was then brought to a close and the audience dispersed.—*Leader.*

—TORONTO UNIVERSITY.—The Senate of Toronto University have lately made some very important changes in the curriculum of study requisite for a degree in Arts. There will in future be two matriculation or-

entrance examinations, one for junior and one for senior matriculants, the former requiring the same standard as heretofore, the latter, a much higher one, will throw off a year in the ordinary four years' course for a Bachelor's degree. There will also be some slight modifications in the different options hitherto permitted, as well as in the recommended text books. These changes will come into effect forthwith, and, it is believed, will, as a whole be beneficial.—*Perth Standard.*

— **TRINITY COLLEGE, TORONTO.**—The annual convocation was held on the 10th inst., in the college hall. The Hon. J. H. Cameron presided, as Chancellor of the University. After the usual prayers on the opening of Convocation, the following gentlemen were admitted to degrees: *B.A.*, Henderson, Robert; Bethune, Frederick; Jones, Keorney Leonard; Kennedy, Thomas Smith; Austin, Henry; Briggs, Albert Taylor; Harman, George Frederick; Sherwood, Donald; Acres, Jonathan William. *M.A.*, Wood, John; Bradbury, Joel Lanton; Harrison, Richard; Ball, James Henry. The prizes were then distributed by the Chancellor. Mr. Twinning recited his Greek exercise, after which the students were matriculated. The benediction was then pronounced by the Bishop, and the proceedings of the day closed. The following is the list of honors in classics, in the examination for *B.A.*, held in October last: *First Class*—R. Henderson; *Second Class*—F. Bethune and K. L. Jones. The following Scholarships were awarded at the Matriculation examination, in October: The first Foundation Scholarship, to F. Cumberland, educated at the Model Grammar School, and at Cheltenham College, England. The second Foundation Scholarship to Pousette, educated at the Sarnia Grammar School. The third Foundation Scholarship, to Waters, educated at Port Dover Grammar School, and by the Rev. Mr. Broughal. For the fourth, Garrett and Musson were pronounced equal, the former having been educated by the Rev. W. Phillips of St. Catharines, the latter at the Thorold Grammar School. The following Scholarships were awarded in June last: The Wellington Scholarship, to Wilson; the Bishop Strachan scholarship, to Taylor; the Allan scholarship to Holcroft; the Dickson scholarship, to Carey. The annual General Meeting of the Trinity College Association was held at the college also on the 10th inst. Among other items of business, a reply from the Rev. W. McMurray, D.D., who is now travelling in England to solicit aid for the college, was read to the association; in which that gentleman states that his mission to the mother country has been most successful. The following gentlemen were elected officers for the ensuing year: W. P. Atkinson, Esq., *B.A.*, President; Rev. H. Brent, *M.A.*, Vice-President; R. Harrison, Esq., *M.A.*, Treasurer; C. W. Paterson, Esq., *B.A.*, Secretary; and the Rev. R. Sanders, *M.A.*, T. D. Phillips, *M.A.*, G. T. Orruthers, *M.A.*, A. Williams, *B.A.*, and Messrs. C. Robinson, S. J. Vankoughnet, and W. Frazer, as members of the general committee. A vote of thanks having been given to those gentlemen who assisted at the Choral Service on the evening preceding, and to the office bearers of the past year, the meeting adjourned.

— **SOUTH WELLINGTON TEACHER'S ASSOCIATION.**—The first annual meeting of the above Association was held in the Town Hall, Guelph, on the evening of Friday, the 18th. Mr. Downey, Vice-President, took the chair, and Mr. McLaren, Puslinch, proceeded to read an essay on "The influence of Education—socially and morally," 1st, our condition in a state of ignorance—2nd, what education has done for us, and 3rd, what it will yet do for us. The lecturer treated his subject in a manner at once clear and eloquent, painting the condition of the savage, and contrasting our greatness and prosperity with the many social evils which prevail, which evils are mainly to be attributed to man's ignorance and imprudence. The thanks of the meeting were tendered to Mr. McLaren, and a general conversation on topics interesting to Teachers followed, after which the meeting adjourned till 10 on Saturday morning, when the following officers were elected for the ensuing year:—Mr. Kilgour, Local Superintendent, was elected President; Mr. Downey, Puslinch, and Mr. Walker, Guelph, first and second Vice-Presidents respectively; Mr. Tait, Eramosa, Secretary and Treasurer, and Mr. Hutton, Guelph, Assistant Secretary. The thanks of the meeting were then tendered to Mr. Downey and Mr. Tait for their services during the past year. Both gentlemen made suitable replies. It was resolved that the future meetings of the Society be always held in Guelph, and not in the Townships alternately as heretofore. It was also considered better that the meetings on Friday nights be done away with. For the next meeting, on third Saturday of February, Mr. Carroll was appointed to lead in *Mensuration*, Mr. Hutton in *Lovell's General Geography*, Mr. Walker in *squares and cube root*, and Mr. Hart in *fractions*. When this business was fully dispatched Mr. McLennan

opened the discussion on *Proportion*, which was followed by one on *Grammar*; both of which proved very animated, interesting and instructive, and lasted till the meeting adjourned. The Society, since its establishment, fifteen months ago, has made steady progress. Then it had nine members, now it can boast of thirty-three, or two-thirds of the teachers in the Riding—there being about fifty. JOHN TAIT, Secretary.

— **CONGREGATIONAL COLLEGE IN MONTREAL.**—The inauguration of the Theological Course in the Congregational College of British North America, which has been removed from Toronto to Montreal, and affiliated to McGill College, took place on the 19th October, in Zion Church, before a numerous congregation. After a hymn, Dr. Wilkes read several passages from the Epistle to Timothy, and made some remarks on the Divine appointment of the Christian ministry, as proved from these passages, as well as from the history of the Church. He announced that the faculty had resolved to make the lectures free to all who should make formal application to the Secretary. He then introduced the Rev. J. Elliott, of Ottawa, who addressed the students on "The elementary character of the preparation during College life for the work of the Christian ministry." They came to be imbued with elementary principles, to form elementary habits, and to engage in elementary studies. The principles were repentance and faith, out of which grew devotedness and trust—devotedness of the body, which required a strict observance of the laws of health—devotedness of the memory, imagination and will, and, most of all, devotedness of heart. The habits he would recommend, were *Fixedness of attention*, the lack of which damaged the mind, and was the real cause of much of what is called weakness of memory. *Discrimination*, by which their gatherings would be of pure truth instead of chaff. *Reflection* which would hinder too much reading, which is rather an incubus on, than a stimulus to, the mind; and lastly *adhering to the work of the day*, extraneous reading being hurtful, and specialties being more appropriately taken up after the College work is done. In conclusion he would exhort them to remember that their preparations were for the sober work of the ministry, not for any Utopian scheme of youthful imagination. Rev. Archbishop Duff, of Sherbrooke, was then introduced, whose subject was the "Importance of the study of the original languages of the Scriptures, which he said had been acknowledged in every age, and was especially recognized now, when the general standard of education was so much above that of former times, and when education was used by the enemies of the Church. Such a study was, in itself, perhaps, the best exercise for the mind, adding clearness and accuracy to thought. The aim of education is to train men to think and to have their knowledge systematically arranged for use, and for opening up new ideas and modes of thought. All languages were useful—but Latin and Greek, and also Hebrew, especially so. Besides, no translation was as good as the original; and good translations are only quite understood and appreciated by those familiar with the original. This was especially noticeable in the Hebrew Scriptures, much of whose beauty and grandeur could not be reproduced in a translation. It was this study which had been the pillar of the Reformation, and this which must now defend the faith once delivered to the saints; and the number of those prepared to use it was too small. To those looking to foreign missions it would be evident that, to translate the Scriptures into other languages without knowing the original, would be absurd. Rev. Dr. Lillie, who has been for 25 years connected with the College, then made some remarks of personal interest, expressing particularly his pleasure at the increase in the staff of instructors in the persons of Rev. Dr. Wilkes and Prof. Cornish.—*Witness.*

#### NOTICE TO TEACHERS—COUNTY OF YORK.

EXTRACTS OF BY-LAWS ADOPTED BY THE COUNTY BOARD, 30TH AUGUST, 1864.

15. "Certificates shall be of three Classes, viz.:—1st. In three Grades, A, B, C, valid for seven years; and on second-examination, at or after the end of that period, a First Class A Certificate shall be for life. 2nd. Valid for two years; but being obtained consecutively for fourteen years shall then be for life, provided that the teacher be forty-five years of age. 3rd. Valid for one year."

16. "Immoral conduct proven against any teacher, shall, in all cases, be considered a sufficient reason for cancelling a Certificate."

*Copy of Resolution adopted by the Board on the same day.*

"That in the case of teachers already holding First Class Certificates, those who have passed the two examinations under the By-law, and have received a First Class A Certificate, valid for six years, which has expired, shall receive a Certificate, valid for life, without further examination."

JOHN JENNINGS,

City of Toronto, 28th Nov., 1864.

i. n. p. Chairman.

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TERMS: For a single copy of the *Journal of Education*, \$1 per annum, back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must in all cases accompany the order. Single numbers, 10 cents each.

All communications to be addressed to J. GEORGE HODGINS, LL.B., Education Office, Toronto.



THE  
JOURNAL OF EDUCATION

FOR

Upper Canada.

EDITED, UNDER THE DIRECTION OF THE  
REVEREND EGERTON RYERSON, D.D., LL.D.,  
*CHIEF SUPERINTENDENT OF EDUCATION,*

BY

J. GEORGE HODGINS, LL.B., F.R.G.S.  
*DEPUTY SUPERINTENDENT.*

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VOLUME XVIII.—FOR THE YEAR 1865.

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TORONTO:

PRINTED BY LOVELL AND GIBSON, 67 YONGE STREET.  
1865.

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TERMS—ONE DOLLAR PER ANNUM, IN ADVANCE.



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# JOURNAL OF

Upper



# EDUCATION,

Canada.

VOL. XVIII.

TORONTO: JANUARY, 1865.

No. 1.

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## PROGRESS OF EDUCATION IN TURKEY.

A CORRESPONDENT of the *Athenæum* gives the following interesting account of the present state of education in Turkey:

The Medressehs, or Mussulman Colleges, are to be found in all the cities on a greater or less scale, and more or less in number. The nature of these establishments is pretty well known. They assimilate to the colleges of the middle ages, where scholastic theology, and philosophy, and canon law were taught in a dead language, the dead language for Turkey being the Arabic; but it must be observed, that in Asia, beyond the line of Asia Minor, the Arabic is a living language, and the Turkish a foreign language.

Nevertheless, the Medresseh is not more flourishing in the Arab-speaking provinces than in the Turkish-speaking provinces. Bagdad and Damascus are no longer great schools of learning; the predominance of the Turkish element is sufficient to unsettle the supremacy of Arabic learning; while in the Arabic as in the Turkish provinces, the endowments of the Medressehs through the change in the value of money, are no longer adequate for the maintenance of the professors or students. The student must become truly the poor scholar of the middle ages; and even in Constantinople, many of the thousands of students receive their dole from the *imaret*, or public soup-kitchen, affording a bare ration.

It is in Constantinople alone that the Medressehs can be said to survive, and that is rather by the decline of the provincial Medressehs. Hence, as a political consequence, the diminution of power of the ecclesiastical and fanatical element, and the consequent increase of power of the Kiatibs, while the thousands of mollahs and students in the metropolis, although not wanting

in the disposition, can no longer exercise their turbulent hostility against reform.

The Government has honestly set itself to the reform and utilization of the Medressehs, but the spirit of conservative resistance has been too strong and the result will ultimately be the earlier and more complete subjugation of the old ecclesiastics under circumstances created and favoured by their own obstinacy and blindness. The political power of the Ulema is now only a shadow; their stronghold in the possession of judicial appointments is assailed by the establishment of independent civil and criminal courts; their enjoyment of ecclesiastical and educational endowments is rendered onerous by the constant decline in value of nominal revenues in presence of a general establishment of European prices.

The government has proposed that one or two professorships in each Medresseh, and a few bursarships, should be appropriated for the promotion of practical knowledge, and this moderate proposition has been generally resisted. The Government is already master of the situation, for the Church lands are under the lay administration of the Evkaf Naziri, and it offers to impoverished functionaries and starving students improved incomes and repaired edifices, with funds to be obtained by the enfranchisement of the cumbrous Church tenures. Great interests second the Government. Proprietors and tenants throughout the empire, whose fathers sought the sanctuary of the Church when life and property were at the peril of an arbitrary pasha, now urge, under an administration where life and property are safe, the emancipation of their lands, for which they offer high terms.

In the meanwhile the Medressehs impede the development of education, but in the end only to afford a more solid base for the propagation of enlightened teachings, for when the time comes the terms of the Government will be enhanced. Even as it is, the sons of the Ulema, the consecrated heirs of the patrimony of the Church, in many cases seek instruction in secular schools, and aspire to the brilliant honours of a civil career.

The decline of these institutions in their present state, is to be looked upon as a blessing rather than an evil. In a large provincial city may be seen an ancient and picturesque building, with its quadrangle and rows of apartments around. You ask what it is, and are told it is the Medresseh. The court-yard is neglected, and the cells are only half-tenanted,—so many champions of obstructiveness the fewer. As it is, they just furnish forth the smaller ecclesiastical functionaries and village *hojaks*;



the more ambitious students proceed to Constantinople, to be moulded, more or less willingly, according to the precepts of "reform."

Constantinople is now the great intellectual head of the empire, and the members suffer from this centralization; but, in the meanwhile, education is acquiring more strictly national and Osmanlee characteristics, and is being more completely imbued with European principles. Until the people themselves are more fully trained in the new system, it would be utterly futile to rely on a reformed Medresseh, in a provincial capital, as a means of promoting real education; for it would only, under a change of form, promote ancient bigotry. In saying that education becomes more Osmanlee and more national in its present phase, it may likewise be stated that, while preserving Osmanlee types as those of the ruling majority, it admits all nationalities and all sects, except in the military schools. The army is recruited, and consequently officered, by Mussulmans; but the surgeons and some other functionaries are Christians or Jews, having the full honours and privileges of their respective ranks. In his new noble guard the Sultan has enrolled Christians as well as Mussulmans.

The applied schools are generally on European models; they include schools of medicine, staff, artillery and engineering, navy, mines (*in embryo*), forests (*in embryo*), civil service, commerce, and agriculture. These schools are generally in a very good condition, but far too limited for the wants of the country. They are, generally, in a transition state, and are being modified by the results of experience, and to accommodate them to the circumstances of the empire. They were nearly founded under French or European teachers, giving instruction in French, and this caused very great expense, and limited the class of scholars. The government is now turning to account the students it has trained in Constantinople or in Europe, and at the present moment the body of professors consists of Turks or Armenians, trained in London or Paris, and the instruction is given in Turkish, while Turkish Manuals have been compiled in each department. The original arrangements afford one reason why the staff of the army is still so meagre, because the students were restricted to those who were proficient in French. The direct benefit of these schools has been further diminished by the withdrawal of their pupils to the civil career. Fuad, Shuael, and Edhem Pashas; Haïroullah, Aghiah, Hoossain, and Mehemed Effendi, are only some instances of members withdrawn from the medical or mining service.

The Government has been reproached for diminishing its European *employés*; but, in truth, this has been a great reform. The European *employé*, if not a dissipated and unprincipled adventurer, is too commonly expensive and ineffective. He requires enormous pay, because he retains his European habits, and has, after a term, to return home; he is occasionally ill or indisposed, is afraid of frequenting some parts of the country, is ignorant of the language and institutions of the country, and requires expensive interpreters and assistants, while all kinds of abuses go on under his nose. In case of war, however, the military staff would be largely recruited with foreign officers formerly in the Turkish service.

As each European professor or *employé* is removed, not only are four or five young natives promoted, but at least one Armenian; and as the Government is generally kind to old servants, it is seldom that a European is removed too early, but rather too late.

In the department of Public Instruction, as in so many others, Abdul Aziz is profiting by the labours and anxieties of his father and brother; and under his reign have become indigenous many institutions which, heretofore, were only exotic. Thus the country has a great power of assimilation, and not only are there steamboat companies under native management, but such a new establishment as that of the telegraph is, with very few exceptions, in native hands.

The demands of the civil service, as of the army, are, however, far beyond the limited supply; and in the provinces, even in the sea ports, the Government cannot detach officers conversant with European institutions. The Government make regulations which fall still-born in the remote and thinly-peopled provinces, and hence it is sought to improve the class of district governors, and latterly of Government clerks. For the *Mudirs*, or district governors, a civil service examination has been established, which was intrusted to the guidance of H. E. Ahmed Jevdet Effendi, the historian. This examination is of a moderate but sufficient character, and is being fairly carried out. Under the old system, a governor general might be unable to read or write a despatch, and he had no compunction in appointing illiterate dependents to be *Kaimakam*, or governor of a province, or *Mudir*, governor of a district. Sancho Panza, who had been in attendance on his master for fifteen years, was, in the fulness of time, made governor of an island. Reading and writing were minor qualifications, to be bought cheap in the market. In the hands of these people "reform" edicts were received with due respect and homage, and might be carried into

effect if they were understood or not forgotten. As under the Turkish administration there is pretty well as much paper and registering books and redtapiam as at home, the inconvenience resulting from the ignorance of any chief functionary was considerable.

With the developement of improvement and the literary movement in progress, superior instruction has not been forgotten. Under the late Sultan a grand project of a University on a French model was formed, and this got as far as an enormous brick shell opposite Santa Sophia, called the Darul Funoon, or House of all the Arts. With this inchoate building and fine Arabic title, the project halted, for that was the day of great projects, and this one of small beginnings. For years the building was abandoned, except as a French hospital during the war, for the war clipped the wings of many soaring enterprises; but, within the last two years, a handful of patriotic men, Ahmed Vefick Effendi, Edhem Pasha, Dervish Pasha, and a few others, have entered its deserted walls, and, with small help, have begun a great and useful work. Here they began public courses of lectures last winter, embracing natural philosophy, mathematics, chemistry, and the philosophy of history, by some of the most distinguished men of the day.

The mere announcement that such men as Ahmed Vefick Effendi was to lecture drew great audiences, and this was one successful result of the experiment, for it was a matter of doubt with the founders whether the public could be brought to feel an interest in subjects which might be considered dry. It is a most interesting sight to attend the Darul Funoon on one of those days—let it be when Dervish Pasha lectures on chemistry or natural philosophy. The lecture-hall, a large whitewashed room, on the basement, is fitted with plain deal benches, as cheaply as can be done. Before the time of beginning, these benches are filled, not only by the students of the government schools, but by men of all ages and all ranks. In the front rows are some ministers and elder functionaries, who have come on their way to the Porte; but above these are Turks, Arabs, Armenians and Jews sitting side by side, many of the Kiatibs in their Quaker-like frock-coats and last Parisian vests, stocks and watch chains, and among them many of the white turbaned Ulema.

As the clock strikes the Turkish hour, the Professor comes in garbed in the undress uniform of a lieutenant-general. Immediately the whole audience rise, and salute the Professor, who returns it in the Oriental fashion. Instantly he begins. He has before him but few notes, and in off-hand, easy way proceeds with his subject. The style is thoroughly Turkish, and except it may be *Keovveti Elektri*, not a word to remind one of Frankish technical terms, hardly of Arabic, if Turkish will suffice. Now he turns to his black board, and chalks out his diagram, or goes through some experiment prepared by his assistant, Professor Hoossain Effendi, with Jermyn-street readiness. The audience has been likewise at work from the very beginning, many a student, a Kiatib or a Mollah, has out a well-thumbed note-book, and is closely following the Professor. Thus the Turks have developed two good qualities—they are good lecturers, and they are good lecture-hearers; and the present lecture-season opens with promise at the Darul Funoon, the *Jemiyet Hoomiyeh Osmaniyyeh*, and its opposition society.

The Turks of all classes are very good hands at making a short straightforward business-like speech. When a man with a grievance, or it may be a woman, walks, with that freedom which is here a privilege, into the presence of the highest functionary, he or she, conscious that the privilege must not be abused at the expense of the officer's time, immediately states the subject of application, which has been duly considered and prepared. A woman will do this with much modesty of manner. If a discussion occurs, the applicant can readily take his own part.

At the Darul Funoon has been gathered together the fine European library of the late Tehami Pasha, a good set of philosophical apparatus, a chemical laboratory, a museum of minerals, and lately, a museum of economical products, formed out of objects from the late Ottoman Exhibition.

As the Darul Funoon is modest in its pretensions, and carefully managed, it will most likely thrive and prosper. The museum of arms, curiosities, and antiquities established by the late Sultan in the Seraglio, has made no progress for some time.

The Turkish scientific institution, founded by Moonif Effendi and Kadri Bey, has been housed by the Government in a disused ecclesiastical edifice near the Custom House. It has a small library and reading-room, set of apparatus, and a lecture room; underneath is the office for printing its monthly magazine.

The other and smaller society meets alternately at the houses of its members, but it is proposed this winter to take a house. It has likewise its magazine.

The public libraries of Constantinople are other antiquated establishments now brought to the light of day. They are several in number, constituting a set of libraries of scholastic and theological

literature, chiefly in Arabic, and attracting few readers. They were supposed to be rich in Greek and Oriental manuscripts, and hidden treasures would, it was expected, some day be disinterred. The compilation of a catalogue by direction of the Government, under the direction of Moonif Effendi and Kadri Bey, has disenchanted the believers in ancient legends. The Government has now in hand the printing of the catalogues and measures for concentrating the libraries, public and ecclesiastical, so as to constitute one great library. When this is done, Constantinople will become possessed of a noble and remarkable institution, but we must be content to wait for its realization.

In the meanwhile, the Library question has made progress, and so has that of the Museum. The Ottoman Exhibition materially contributed to this latter. The Exhibition was a result of that in London, where H. E. Nazim Bey, son of the Grand Vizier, was inspired with the idea. It was well taken up at Constantinople, and carried out zealously, but as our friends the Turks and Armenians thought they knew all about it, and eschewed European aid, in the end they failed in their main object, and after achieving considerable success, did not get beyond a pretty show. The building they managed well. It was characteristic and picturesque, and the whole effect was unique, making it well worthy to take rank among the series of minor exhibitions with Dublin, Manchester, and New York. It was a very good beginning.

Their difficulties began in getting the objects. The local governors had not, in most cases, any just idea of the purposes of an exhibition. One provincial Governor-General sent up five hundred weight of a common sweetmeat, and the Governor-General of the flourishing province of Smyrna announced that Smyrna produced nothing remarkable. Nevertheless, a great mass of objects were brought together illustrative of the varied products and manufactures of the empire. The classification and labelling proved an utter mess, and the names of the exhibitors were omitted. The cataloguing broke down, and a most meagre Turkish index was the product of long labour. The exhibition of English and other agricultural and general machinery in the Annex was subjected to considerable difficulties. The juries were named late, and were ill selected. Only one jury met, and that has made no report; the consequence is, no exhibitor has received a decoration, a medal, or an honorary mention. Whether the medal is in progress or not, no one knows.

Nevertheless, the Government did something to redeem the shortcomings. The Sultan paid an indemnity to the shareholders, decorated the *employés* who had worked gratuitously, held a separate exhibition of the English agricultural implements, and bought a considerable number of these implements and of cotton-gins.

The crowd of sight-seers was considerable, and the women attended well on the separate days; but it may be questioned whether, as yet, the educational influence desired has been obtained.

The education of the Christian and Jewish population is a matter apart from Turkish education. It is much to be regretted that the *rayahs* receive very imperfect and inferior education in Turkish, which is their chief language, and that their schools are devoted to the inculcation of languages which are neither the vernacular of the populations nor vehicles of useful knowledge. The consequence is, the *rayahs* are inferior in Turkish education to the Osmanlees, and wanting in qualifications for political and public offices. The Greeks of the Fanar, since the great decline in Greek power and influence in the Turkish empire, which has been the consequence of the movement for independence, are now few in number; and the whole body of students in Turkish—and good Turkish writers they made—is now so restricted that the whole could be easily registered. As so large a proportion of the Greeks speak Turkish as their national and household language, the want of school and literary instruction in that language tends still further to diminish their political influence in the empire.—*English Educational Times*.

## II. Papers on Canadian Subjects.

### 1. CANADIAN ARCHOLOGY.

The early history of Canada is a proper study for every true Canadian Patriot. It is a replete with interest, not wanting in material, and embraces a field of research far more extensive than is generally supposed. In preparing this article the writer has quoted from various authors, and has also contributed several facts which have not before appeared in print. It is now admitted by geologists that America is the oldest world physically; the first land that emerged from the waters, being probably that range of the highlands which constitutes the boundary between Canada and the United States, on that portion of the line so seriously contested a few years ago. This primeval region stands partly in Canada and partly in the United States. Diodorus Siculus has written that the Phœnicians had navi-

gated the Atlantic very far, and upon the authority of Josephus the transmigration of Phœnicians to what is now called America on a Syrian Fleet in the employ of Solomon is spoken of. That Canada was discovered by them seems probable from the fact of glass beads of accepted Phœnician manufacture having been found in an ancient estuary of the Copper age at Beverly in Canada. Some stone hammers were found in the vicinity of Sherbrooke Street, Montreal, similar in make to those represented on Egyptian Monuments, and the curious may still see, in actual use, in the Parish of St. Laurent, on the Island of Montreal, a *fac simile* of the Chinese Shadoof, which is very similar to the Shadoof of Ancient Egypt.

When discovered by modern Europeans Canada was occupied by the following Indian nations: The Killistinous, Tetes de Baule, Assenibuals, Sioux, Hurons, Iroquois, Outaouas, and Algonquins. The Hurons and Iroquois are in possession of Scythian and other ancient customs; scalping, torturing and eating their prisoners, the construction of their canoes, their implements of warfare, marching in Indian file, and their treatment of the infirm, are all Scythian customs. The low ground in Montreal, in the vicinity of the intersection of Ontario and St. Urbain streets, was formerly called *La Cavée de Casse-Tête*, because it was there that the Indians despatched the infirm.

The Hurons and Iroquois were also in possession of the Mosaic law of intermarriage, and of a custom sanctioned by the law of the Hebrews, and which no other code contains, which is, that if a man die without leaving any children, his brother is obliged to take the widow, so that the name and house of his brother should not be extinguished. Some characteristic customs of the Lycians, compared with those of the Hurons and Iroquois, have led to a conjecture the latter sprung from the former.

The Government of the Iroquois and Hurons is the same as that of the Lycians.—The part of the power possessed by the men is by special authority delegated to them by the women. As soon as a Chief dies, the matron who possesses the most authority after a conference with those of her own tribe, announces to the village his successor. The Chief elect is presented, at once, proclaimed and acknowledged, and afterwards presented to the other villages. No satisfactory information can be obtained from the Indians in general, touching their origin, unless it is faintly traced to the origin of mankind. The tradition of the Great Hare is referred to by Charlevoix in his journal. He also refers to another tradition in which there is mention made of another deity who opposes the designs of the Great Hare; this he thinks of foreign extraction, and so does Jones, the author of *Indian Traditions*, from the circumstance that the opposing god is called the great Tyger, which animal is not found in Canada.

Vestiges of all the ancient religions were found in America, and the words Alleluia, the Allelujah of the Hebrews, and Ye-ho-wah, Ye-ho-vah, which last word, says Clarke, is probably the true pronunciation of the ancient Hebrew word, Jehovah.

The Iroquois had sacred fire and vestals, Virgins consecrated to their gods. The people treated them with great respect. Cartier saw at Ochelaga, Ledges full of them. The Iroquois also, as well as the Hurons, had Hermits. Leifan saw one of them at Sault St. Louis, near Montreal. He was a Huron; he had been made a slave by the Iroquois, who spared his life; he afterwards committed a crime, and then took refuge at the village of La Prairie de la Magdelaine, above Montreal, on the other side of the River St. Lawrence.

Authors of respectability bear testimony that signs of Christianity did exist in America when discovered by modern Europeans. A small Indian nation has been found towards Gaspé in the Gulf of St. Lawrence, on a river named Sainte Croix, which is called *Cru-cientaux* or *Cross-bearers*.

The date assigned for the discovery of Canada by Cabot is April the 5th, 1499. Cartier was the next distinguished individual who visited Canada. He was well received by "The Lord of Canada," who resided at Stadacona, which occupied a portion of the space on which Quebec stands, probably near the Old Ash Tree, still living in the grounds at present belonging to the Ursuline Convent. This tree was growing long before the time of Cartier or Cabot, and must be at least five hundred years old. Cartier moored his vessels in the River St. Charles. He was the first who explored the shores of Canada to any considerable extent, and was the very first modern European who became acquainted with the existence of and entered Ochelaga, the germ of the noble City of Montreal. He landed below the current St. Mary, and passed through large fields of Indian Corn on his way to the village—it was near the mountain, which was even then tilled all around, and remarkable for its fertility. He was particularly enchanted with the magnificent view presented to him from the summit of the mountain, and in honor of the King, his master, he gave it the name of Mont Royal, which, with a change in its termination, has been extended to the City, the Island, and the District in which it is situated. It retained the original

name at least till 1690. The outline of the village of Ochelaga, was circular, and encompassed by rows of palisades, only a single entrance was left, and that was guarded by pikes and stakes. Cartier's own description of the village taken in connection with the statements of the Jesuit Missionaries, and the antiquities recently discovered, fix almost beyond doubt the fact that the village was situated between Sherbrooke, St. Catherine, Mansfield and Metcalfe Streets. The learned Principal of McGill College University has written two very interesting papers on these important discoveries, wherein he proves the shape of the village and its position to be precisely similar to the descriptions given by Cartier and the Jesuits. In excavating the above mentioned ground, the following Indian remains and antiquities were discovered:—Skeletons in a sitting posture, fragments of pottery, tobacco pipes, stone chisels, stone hammers, whet-stones, a wampum shell, a barbed bone point of a fish spear, a bone head of an arrow, a bone needle, bone stamps for impressing patterns on pottery. Ashes and charcoal indicated the position of ancient fire places. Bones were found of the Beaver, Bear, Dog, and Wolf, besides bones of fishes and birds.

Last spring a discovery of Indian antiquities was made in another part of the City of Montreal, some men excavating for Mr. Shelton in a yard in Hospital Street, found several pieces of stone fashioned into pipe heads, or in the course of being so made. Some of them have evidently been long used, for although they may have been buried for centuries, the scent of the tobacco clung to them still.

Indian antiquities have been found at Mile End and Lachine near Montreal, and at Nicolet. In the township of Augusta, about eight miles and a half north-west of Prescott, are some ancient Indian works, about 80 rods in length, the greatest width being 20 rods. The westerly part has a half moon embankment, extending some ten rods across a neck of land terminating to the north in a swamp, and to the south-west near the edge of a creek. The eastern and southern portions of this place where there are tumuli, and where from appearances, the inhabitants resided, is from 15 to 18 feet above, and descends abruptly to the swampy grounds. On the north is a large tamarind swamp, the "Nation" river is about a mile to the north-east, and the intervening land is low, while the south-east and south ground rises gently at the distance of 50 or 80 rods. The soil on the table land is rich, and at every step evidences are beheld of its having been once thickly inhabited. On opening the mounds they were found to be composed of earth, charcoal and ashes, and contained human skulls and bones, horns, and skulls of deer, bones of the bear, unio shells, great quantities of earthenware, some of which was of the most elaborate workmanship, pipes, needles, and a part of a walrus tooth.

In Edwardsburg near Spencerville, about half a mile west of the village, on an elevated piece of ground, there is an Indian work similar to the foregoing. This is well chosen for defence, overlooking the surrounding country to a great distance, the embankment is in the shape of a moccasined foot, the heel pointing to the south and the toes north, enclosing about three and a half acres of ground, some parts of the embankment are from two to three feet high. Some pieces of pottery were obtained here, also pieces of clay pipes, one of them richly ornamented, an entire pipe, a piece of a human skull polished, and with several notches in the edge. The "terra cotta" found here is elaborate in its workmanship, and is as hard as the stoneware of the present day. A few rounded pieces of pottery in the shape of a coin, about the size of a quarter of a dollar and less were also found, together with a beautifully polished bone needle, and a piece of ivory in the shape of a knife. Humboldt says that in Canada he had seen lines of defences and entrenchments of extraordinary length, the work of some people belonging to the early ages, and that amidst the extensive plains of Upper Canada, dykes of a considerable length, weapons of brass, and sculptured stones are found, which are the indications that it was formerly inhabited by industrious nations. Indian remains, vestiges of a proud and once powerful race are traceable in various parts of Canada, and are worthy of patient and continued investigation. It is by the careful collection and preservation of facts, similar to those contained in this paper, minute though they may be in detail, that a sufficiency of data can be gathered from which some future historian may do justice to the earlier inhabitants of this country, and trace a history of Primitive Canada.—*Montreal Transcript*.

## 2. HISTORY OF FORT NIAGARA.—1688.

Sieur De LaSalle established quarters at Niagara, situate south of Lake Ontario, west of the Senecas, twenty-five leagues above them, in the angle of land east of the mouth of the river of the same name, which is the outlet of Lake Erie.

1676. The Senecas burned the quarters at Niagara.

1688. Monsieur de Denonville proposes to send Sieur D'Orvilliers with Sieur Villeneuve the draughtsman to Niagara to establish a

post; thereupon Gov. Dongan writes to M. de Denonville, "I am likewise informed that you are intended to build a fort at a place called Ohniagero on the side of the lake within my master's territories," and remonstrates against such erection.

1697. Gov. Dongan recommends the building of a fort at "Oneigra near the great lake in the way where our people goe a beaver hunting."

"1687. July 31. Monsieur de Denonville returning from an expedition against the Seneca Nation, encamped with all his army at the post of Niagara, constructed a fort and placed one hundred of the King's troops to garrison the same under the command of Sieur de Troyes. Father de Lamberville was the first chaplain to this post.

Aug. 2. La Hontan in a letter of this date says: "This fort stands on the south side of the streight of Herrie Lake, upon a hill at the foot of which this lake falls into the lake of Frontenac" (Ontario.)

1688. July 6. Sieur de Troyes with 100 of the soldiers having died, Marquis de Denonville issued orders to abandon the fort.

1689. Sept. 15. Sieur Desbergere, commandant of the fort, having assembled all the officers, made a Procès Verbal of the condition of the fort.

"Firstly: We leave in the centre of the Square a large framed wooden cross eighteen feet in height, on the arms of which are inscribed in large letters, these words:—

REGN· VINC· + IMP· CHR·

which was erected on last good Friday by all the officers, and solemnly blessed by the Reverend Father Millet.

1725. M. de Longueuil repairs to Onontague, an Iroquois village, and procures consent for the construction of two barks, and the erection of a stone house at Niagara, the estimated expense of which was \$5,592.

1726. Sieur Chaussegross, engineer, writes that he erected this house on the same spot where an ancient fort had been built by order of M. de Denonville, former Governor of New France in 1686.

1726. July 25. Chevalier de Longueuil, was the commandant at Niagara.

1726. Sept. 5. Chevalier De Longueuil writes from Niagara that there are no more English at Choneguen (Oswego), along the Lake, nor on the River, and, if he meet any of them on the lake he'll plunder them; "that the house is very much advanced; that thirty of the workmen have been ill."

1726. Sept. 7. Gov. Burnet convened the Five Nations at Albany, to ascertain whether they had consented to the establishment of Fort Niagara. They replied that the Onondagas had given some sort of consent, but that they had never consented, and never would consent to it.

1728. May 14: Louis XV. writes to the Gov. of New France approving of the farming out of this post for the purpose of curtailing the expenses incurred there.

1729. Sieur de Joncaire, commandant. Father Grespel arrived here 22nd July in a vessel of 80 tons from Frontenac. Crespel remained as chaplain three years.

1730. Sieur de Rigauville, commandant. This year two French soldiers of the garrison were arrested for mutiny, and sent to Montreal for trial, and condemned to be executed. Awaiting the arrival of an executioner, they were committed to jail, from which, by the aid of two Recollect Brothers, they made their escape to Quebec and placed themselves under the jurisdiction of the Superior of that order. A conflict of jurisdiction arose, and the mutineers escaped to France.

1744. Sieur de Celoron, commander. The garrison consists of 64 soldiers and six officers. The stockades repaired and doubled.

1746. Lieut. de Contrecoeur, commandant.

1748. Capt. de Raymond, commandant.

1750. Aug. 12. Peter Kalm visited the fort and found M. Beaujou in command.

1755. July. Partially undermined by the lake. The artillery taken at Fort Duquesne arrived here. Foubonne and Pouchot ordered to put Niagara in the best defence.

1755. Oct. 5. Gulenne Reg. embark at Frontenac for Niagara in 48 armed bateaux.

1756. June 12. Pouchot has finished Niagara. It consists of a horn work with its half moon covert way, lunettes at the places d'armes re-entering from the covert way. The front of this work is 120 toises. It is fortified according to M. de Vauban's method.

1756. The Béarn battalion is in camp at Niagara, making with those already there a corps of 600.

1756. Aug. M. Duplaisis, commandant.

1757. April. Capt. Pouchot, commandant.

1757. Nov. Capt. Vassan relieved Capt. Pouchot. He describes the buildings as consisting of two large barracks, one church, one powder magazine, and a store for merchandise.

1759. May 8. Pouchot had sailed for Niagara with troops on two little vessels built during the winter at Ogdensburg.

1759. May 20. Brig. Gen. Prideaux leaves Schenectady with the 44th and 46th British Regiments, the 4th Battalion of the Royal Americans, two battalions of New York Provincials, and 1,100 Indians under Sir William Johnson.

July 1. Leaving a detachment at Oswego under Col. Haldimand, they embark on Lake Ontario.

July 7. Saturday. The troops landed about six miles to the eastward of the Fort. Monsieur La Force, captain of the schooner Iroquois, is sent by the commandant of the Fort to destroy the barges.

July 8. Sunday—10 A.M. A captain of the Royal Americans was conducted, blindfolded, into the Fort, and demanded a surrender of the Fort. Capt. Pouchot replied he did not understand English. Breakfasted the officer and sent him back as he came.

July 10. Tuesday. Rainy and foggy. The Fort kept up a hot fire upon the English, who were engaged opening trenches about 300 toises from the Fort. M. Joncaire burns Little Fort, (the chimney of this Fort still remains standing near Miss Porter's residence), and arrives at the Fort with 70 persons, several women and Indians, amongst whom was the chief Kaendae.

Conflict continued until July 19. Thursday. When the English perfected a new parallel eighty yards long in front of the Fort.—The fire was very great on both sides. The schooner Iroquois arrived from Kingston. "This evening Brig. Gen. Prideaux was killed in the trenches by an accident, the gunner inconsiderately firing as the General was passing, the shell bursting as soon as it cleared the mouth of the cohern, and a large piece struck him on the side of his head."

July 23. Monday. M. Pouchot receives letters from Aubry and de Lignery announcing their arrival at Navy Island with 600 French and 1,000 Indians, "who when passing the little rapid at the outlet of Lake Erie, resembled a floating island, so black was the river with batteaux and canoes." At 2 P.M. the English unmask another battery of 18, 12 and 6 pounders. In the evening, Gen. Johnson, learning that a large party of French and Indians were coming from Detroit, Presquise and Venango to raise the siege, ordered 600 chosen men from the 44th and 46th Regiments, 100 New York provincials, and 600 Indians to waylay them at a place they must pass by on their way to the Fort.

July 24th, Tuesday, 8 o'clock A.M.—The English, under the command of Lt. Col. Massa, Lt. Col. Farquay and Major Beckwith safely entrenched behind their breastworks, received the fire of the advancing party five or six times and then rising up returned the fire with immense slaughter. Five hundred French and Indians were killed and 120 taken prisoners, among whom were 17 officers. 4 P.M., Gen. Johnson sends Major Hervey with a flag of truce and demands the surrender of the Fort. M. Pouchot declines, not crediting Major Hervey's statements, sends Capt. de Cervies to the English camp and finds it true.

M. Pouchot assembles the garrison to deliberate on the situation of the Fort. The garrison consisted of 149 men detached from the regiments of La Sarre, Royal Roussillon, Guienne and Bearn, under the orders of Captain Pouchot of the Bern Regiment; Commandants, Capt. de Villiers of La Sarre; Capt. de Cervies of Royal Roussillon; Lt. De Morambert of Guienne; Lt. Salvignac of Bearn; Lt. La Mitiere of Languedoc; of 183 Colonials under the orders of Captain De la Roche; Lieutenants Cornoyer and Larminac; of 133 Militia and 21 gunners, commanded by Lt. Bonnafoux of Royal corps, in all 486, and 39 employees—five of whom were women and children; who with two Madames Douville attended to hospital, served up gun cartridges and made earth bags, of whom were hors de services or lost 10 men of La Sarre, 9 of Bearn, 8 of Royal Roussillon, 13 of Guienne, 43 of the Colonials, 26 Militia, in all 109 men killed or wounded and 37 sick. Of 54,000 lbs of powder, 24,000 lbs had been consumed, that the garrison had not lain down for 19 days, that help was not to be expected from any quarter. Thereupon M. Pouchot called in the English officer and negotiations continued the entire night, when the orders of capitulation are drawn up and signed.

July 26,—Thursday; In the afternoon the garrison marched out of the fort with musket, on the shoulder, drums beating, and two pieces of large cannon at the head of the column: As soon as the troops reached the batteaux they laid down their muskets and immediately pushed off.

On this occasion a tragical event occurred.—Cadet Moncourt, of the Colonials, had formed an attachment with an Indian in the English army, and when he became prisoner, the latter expressed a great deal of sorrow at his situation, and said to him: "Brother, I am in despair at seeing you dead; but take heart, I'll prevent their torturing you," and killed him with a blow of a tomahawk, thinking thereby to save him from the tortures to which prisoners among themselves are subjected.

The English lost 40 men in the whole, since the landing of troops at Niagara, including Major General Prideaux and Colonel Johnson, the second in command. The Indians were allowed all the plunder of the fort. Goods on a neighbouring Island were found to the value of £8,000.

The French and Indians who escaped from the field retired to Navy Island, where de Rocheblave, with 150 men, had been left to guard the batteaux, whence they proceeded to Detroit, under the orders of M. Belestre. Brig. General Johnson, was rewarded by the King with a Baronetcy, and a sum of £5,000 was voted to him by the House of Commons.—*N. Y. Historical Magazine for November.*

### 3. CANADIAN HISTORICAL RELICS.

The Canadian Institute of Montreal has been presented by Mr. O. Leclerc, advocate, at Arthabaska, with the following antiquities:—A bombshell weighing 200 pounds, and half filled with gunpowder, which was thrown by the English at the siege of Quebec, and was found in the garden of the Hotel Dieu Hospital. A French cannon ball, picked up on the plains of Abraham; it has the French arms delineated upon it. Three English cannon balls fired in 1837, and gathered at the patriotic battle-field of St. Denis, St. Charles, and St. Eustache. The projectile from the last place was found near the dead body of Dr. Chenier, in the cemetery of the church. Two ball-cartridges taken from a dead patriot at St. Eustache. A note for 2s 6d. issued by W. Nelson & Co., in 1837. An army warrant for \$10, dated Quebec, January 1, 1813, and issued by the commander of the forces. A prayer to the Virgin which was distributed in the streets of Montreal at the breaking out of the war in 1815. A placard issued by the *Spectateur Canadien* on the 8th Jan., 1819, announcing the death of the Queen of England. A piece of the coffin of Monseigneur De Ponbriand, buried in 1760, in the old Parish Church of Montreal. It was picked up at a transfer of his remains to the new church, on the 15th July, 1846. One of the earliest bills of the paper currency issued during the American revolutionary war.

### 4. HISTORICAL SKETCH OF CANADA.

After several unsuccessful attempts of the English to conquer Canada from the French, they were at last successful, in the year 1759 (under the administration of Mr. Pitt). In that year Niagara surrendered to Sir Wm. Johnson, and Crown Point to General Amherst; and the memorable battle on the heights of Abraham was fought, in which Gen. Wolfe lost his life and gained Quebec—the key of Canada.

The first described division, in which any territory of Canada was included, was made by Royal Proclamation, dated October, 1763, which embraced a part only of the present area, and formed a portion of the Province of Quebec, by which latter appellation Canada was then known. By an act of the British Parliament, passed 1774, the limits of the Province of Quebec were greatly extended, and made to include what is now Canada, but a large portion of the present United States—west from the Ohio to the Mississippi river.

The first territorial division of Western Canada was made by Lord Dorchester, then Governor-General, July 24, 1778. Upper Canada still formed part of the Province of Quebec, and was divided into four Districts, viz:—Lunenburg, Mechlinburgh, Nassau, and Hesse. The eighth Act of the Upper Canada Parliament continued the boundaries but altered the names of the Districts, to Eastern, Midland, Home and Western.

Col. John Graves Simcoe, was appointed the first Governor of Upper Canada, in 1792, and in the same year he divided it into nineteen Counties, to be represented by sixteen members. Its first Parliament was held under a tree at Niagara—a large stone serving for a table—(17th September, 1792.) It was composed of sixteen members referred to, and John McDonald, of Glengary, was unanimously elected the first Speaker; unfortunately history hath not recorded who were the representatives. The first Act was passed the 15th of October following. On June 5th, 1798, Parliament met at York, (now Toronto.) The building in which they met was destroyed by fire in 1824, and most of the Journals were destroyed with it. The re-union of Upper and Lower Canada took place in 1840.

In 1798 it was enacted that the counties of Norfolk, Oxford, and Middlesex, with the tract westward of the Home District and District of Niagara, to the southward of Lake Huron, and between them and the line drawn due north from a fixed boundary, (where the easternmost limit of Oxford intersects the River Thames,) until it arrives at Lake Huron, do constitute and form the London District.

From 1793 to 1805 the courts were held in the town of Detroit, in the township of Charlotteville, at Turkey Point, and at the village



of Vittoria, respectively. A brick Court-House had been erected at the latter place in 1822, at a cost of about \$9,000, and which was accidentally burned down in November, 1825. Between this period and 1827 there were two or three Courts held in a private house, and then was removed to St. Thomas for a couple of sessions, until a temporary Court-House could be built in the then town of London. They were then held in such temporary buildings until the present Court-House in London was erected, which was ordered by an Act of the Legislature, then in session, (7 Geo. III, cap. 14,) despite the opposition of the people of St. Thomas, that the County buildings should be erected in London.—*Strathroy Home Guard.*

### III. Correspondence of the Journal.

#### OUR LANGUAGE—IN TWO PAPERS.

##### PAPER I.—ITS ORIGIN AND PROGRESS.

Some one has cleverly defined speech as thought made palpable to other men's minds, and language as the vehicle by which thought is conveyed. In fact, the majority of prominent writers on ethics, theology, and philology, have given some new and expressive definition to these terms, and yet, notwithstanding so much attention apparently having been given to the subject of comparative philology, it is within the pale of our own century that it has been classed among the sciences, and not until the present generation has it been considered as a physical science. Our language we proudly designate the English Language, and the query may be easier asked than answered, What is the English Language? It has been styled the "plum pudding language," because of its inexplicable composition; and it well merits the appellation, since, if we trace its genealogy, we are at once found speaking in all the principal languages of the present day, as well as in tongues which, if not obsolete, are retained only in a contorted form. Let us retrospectively examine our Anglo-Saxon: follow the twig to the branch, the branch to the trunk, and the trunk to the root. Three centuries ago, because Shakespeare and Milton signalized that age, the language was considered perfect—the maximum purity of the vernacular. If such was the case, we must be returning to barbarism: there is nothing beyond perfection. The corollary is evidently wrong, and instead of a prospective vandalism we anticipate a glorious future—a natural consequence of a Christian foundation guided by an exalted moral philosophy. Still receding, we reach Bacon, who stands out in broad relief as the fountain of our modern philosophy—a philosophy that has lifted the veil of superstition and taught men the art of handling the elements. From Bacon to Chaucer and Wycliffe, and another epoch is marked in the history of our language, one which in reality may be termed its commencement. Three centuries beyond these fathers and our English is unrecognizable. Although the Norman words did not exactly come with the Norman conqueror, the ancient Saxon lost its favour among the people, and, as it were, oscillated between French and Saxon for two centuries subsequent to the battle of Hastings. This was a period of transition from chaos to order, a chasm in its chain of history. Little appears to have been done for its improvement between Alfred's time and the conquest, as the preserved manuscripts manifestly show, and as possessing a characteristic sameness throughout this transitional space. In fact Saxon was but the dialect of the serfs, Latin being exclusively used in legal instruments and among the feudal lords. Such was especially the case prior to King Alfred: but with his advent a new system was inaugurated, himself being dux, and who, though coping with the Danish arms on sea and land, battled against the disruption of his native tongue through intermixture with that of his enemies. His first impulse to the study of the Saxon language was received when quite young, while competing with some princely cousins for a volume of Saxon poetry, offered by his mother-in-law to the prince that was first able to read it. Alfred triumphantly bore away the prize, and the nucleus of a study was then deposited which proved a blessing to mankind, and the solace of his after wearied wandering life. To him more than to any other man, belongs the enduring honour of having rescued our mother tongue from the breakers of disseverance and extinction, and firmly placing it on the rock of progression—a meet inheritance for Layamon to mould in Norman vessels and pass it on the heirloom of the universe, yet the servant of Chaucer. True that for three centuries posterior to Alfred it possessed no acknowledged standard; but this king embalmed the roots with his royal favour, and when the mediæval sun lit up the morning of pure literature, dispelling the haze of bigotted ignorance, the roots shot out apace, and only budded in our Augustan age. Contemporaneous men of erudition kept aloof from it. William the Conqueror could not learn it, William Rufus shunned it, and Beauclerc, the Scholar, hated it.

Anterior to the emigration of St. Augustine to Britain to sow the seeds of Christianity, the identity of spoken language is but mere speculation, and the genealogical philologist finds his connecting link in the mountain passes of Wales, and the rugged cliffs of the Highlands, still discovering in these banished Celts the germ of our own Saxon. Trace the exiled child to its parent, the Aryan or Indo-European, from which is derived also the Sanscrit, Gothic, Greek, Slavonic, and the Romance languages. The whole of these families of languages, excepting the Gothic, are still extant, while the mother, like a germinating seed, has died in giving them birth. At this stage of growth philologists differ, some even denying the existence of the Aryan altogether, for while, indeed, there is no evidence of there having been such a language, yet such a conclusion is paralleled in the growth of the sister sciences. Two principal and probable theories are advanced respecting its origin. One belief is that it was divinely imparted to man—a medium of thought replete with expression of abstract ideas as well as descriptive of objects. The other theory, which has numerous partizans, accredits its origin to the invention of man, a gradual structure consequent on physical requirements and the intuitiveness of intellect. Lord Monboddo is not without his disciples who believe in the human race springing from two monkeys, and language being an invention of some European gods. Cosmogony has no collateral literature, no contemporaneous proof, and to sustain any theory otherwise than on the appearances of nature and geologic experience would be yielding too much to the paradoxical opinions of cosmographers. Indeed an eminent Dutch scholar asserts that Dutch was the language of Paradise and other over patriotic individuals have claimed a similar distinction for their respective tongues. The multiplication of languages, doubtless, commenced with the Babel confusion, which is the strongest argument against the self-creating theory yet advanced. But modern philological research has refused this heterogeneous doctrine by proving an affinity between all dialects and tongues. The Chinese jargon, the monotonous Mohawk, and the poetic Italian, when shorn of their modern terminations and the changes of custom, the fortunes of conquest and the revolutions of dynasties considered are virtually similar. The Old Testament Scriptures were undoubtedly written in Hebrew, which, however, ceased to be a living language as early as 500 B.C. Christ himself spoke in the Aramaic, a branch of the Semitic, a dialect that superseded the Hebrew in Palestine, but which is now only preserved in some isolated tribes in Syria. It is probable that with the conflagration of the Alexandrian Library, of which Zenodotus was the first librarian, perished the key to writing *ab initio*, but for which, instead of wild conjectures and partial statements resting on the merits of probability we should have a world's history that would puzzle sceptics, and unravel the mystery that unquestionably enshrouds the ante-Christian period.

Thus we have traced our present Anglo-Saxon language back successively through the Middle, Saxon, the corruption of Saxon, Danish, and Norman, to the Celtic and the Gothic, which in turn merge into the Aryan or Japhetic stock, until lost in the "mist of ages past"—a problem reserved for a heavenly solution. Cursorily reviewing, let us mark contemporary dialects and their embodiments. Literature is the arbiter of language, affirming, appending, or detracting periodically, the one the agent of the other, the former as the preserver of the latter. Hence they are inseparable. An entire language is meant one capable of expressing emotions, ideas, and objects alike, and not confined to the representation of objects by arbitrary signs, and consequently incapable of communicating all that is angelic about us, or worthy of communication. The literature of India takes its rise in the "veda" as that of England does in Chaucer. This "holy hymn of India" was probably written in the time of Alexander, and is the earliest Sanscrit writing on record. The gradual corruption of Sanscrit has resulted in the Hindostani, although the original was employed down to the reign of Akbar, whose name Moore has so romantically associated in his poem of Lalla Rookh. As soon as a literature was evident, the want of a system was felt; the first incoherent ejaculations had grown into endless multiplicity, and all without form or order until the appearance of a genius in the person of one Dionysius Thrax, who supplied this deficiency when he composed the first Greek Grammar, and to the more harmonious adaptation of language, St. Ambrosius, in the fourth century, initiated the use of rhyme. It was in olden times as it is in modern, that great individuals gave universality and decision to the language. Thus Homer laid the foundation of Grecian poetry, as did Wycliffe of English prose, Chaucer of English verse, Luther of modern German; and Dante has done for the Latin language what Luther subsequently did for the German. But Dante, with others mentioned, would have but a legendary fame, an oral reputation; they would have been like the foaming cataract, when once over lost forever, or, if preserved, subject to the mutilating effects of time and favor. Such a superficial existence was denied them; the continuity of races and ages



required a stamp to bear the impress of their lives that they might still live in their works, and breathe on to eternity. The world was enriched with such a blessing in the early part of the fifteenth century, when the humble genius that was to elevate the English nation, multiply and perpetuate the language, make it, if not a science itself, a handmaid to science, came forth in the person of William Caxton, who, after a sojourn in Germany, returned to be immortalized. He was not only a printer, but was eminent as a linguist and a writer, though the magnitude of the latter is often overlooked in the utility of the former. And so the Caxton tree has borne fruit that belts the globe and translates the heavens; and as the dissolving views of time pass away, the world of words goes down to the archives of ages as the inheritance of future humanity. It is unnecessary to enumerate the moulders of our language in modern days. The superfluous e's and k's of the Middle Saxons but serve to magnify our advancement, and while our language lacks the poetic redundancy of some, it more than compensates for such a defect, if defect it may be called, by its general efficiency. The vulgarisms that creep out here and there in our Elizabethan writings, mirrors their own times, and our idea of refined language is very different from that of the author of "Canterbury Tales," notwithstanding Spenser's eulogium of the "well of English undefiled." The shining lights of our literature seem to have been content to write something good in the language as they found it, enriching and embellishing it in matter without regarding the manner or the modelling of its components. They used the body corporate with enduring effect, but failed to improve its elemental structure. But in the face of these discrepancies, its extension has been remarkable. What is the cause of it? We see the Anglo-Saxon race in the sixteenth century confined to 6,000,000 of people, and in the nineteenth century numbering over 65,000,000, disposed over every corner of the universe, infusing enlightened principles and establishing Christianity. And what has caused this unparalleled multiplicity of our race? It lies in the supremacy of moral rectitude and restraint. Turkey, with its polygamy, doubles its population every five hundred and fifty years, and France, in her profligacy, gives two men for one once in one hundred and thirty years, while the Anglo-Saxons duplicate themselves every thirty years. Imagine the veil of the future raised, and in 1894 the census returns of Britain and Anglo-Saxon America showing one hundred and thirty millions of souls! Apart from such proliferation of our race, the English language has other recommendations to favor. It is not burdened with vowels like the Italian, or encumbered with consonants like the Dutch. It is the language of love, of war, and peace alike. Possessing not the polished conversational of the French, nor the metaphysical minuteness of the German, it is more expressive than either of them in its general application. Indeed its infinite advantages in expression are, in a great measure, due to most of these languages, consisting as it does of a bundle of exorptions. Having such a pre-eminence, it is not singular that it covers such a large space on the world's map, and if any language is destined to become universal, to all appearances it is the Anglo-Saxon. Judging language, then, in its history and its use, it certainly ranks as a science which Lord Bacon defines as being a rich store house for the glory of God and the relief of man's estate.

#### IV. Papers on Practical Education.

##### 1. THE EDUCATION OF OUR CHILDREN.

In reference to a variety of subjects we often hear the question asked, "Whither are we tending?" It might be productive of a world of good, if we would seriously seek an answer to it, in reference to the future prospects of our children, and our hopes for the good of posterity. We have received the basis of our present progress and mental superiority from our ancestors, and the most practical way in which we can testify our veneration and gratitude is to make all the provision in our power for those who are to succeed us. Every man is desirous of doing this for his own immediate children in the matter of a good and unencumbered estate; but beyond this we have a duty of a more universal kind to perform. We have to bequeath the world to society. Not only the material with its unimaginable riches and its wonderful and brilliant progress, but the moral world such as we may make it. Nor is this all; we shall bequeath human organizations and constitutions which we transmit to our offspring; whether these shall consist of sound minds in sound bodies or the reverse depends upon us, and ours is the responsibility. Ours is therefore the duty to ourselves and to posterity to be chaste, temperate, pure in body and mind—to cherish all the virtues, as truthfulness, unselfishness, and honour, in our most secret thoughts and feelings, that we may insure the transmission of those qualities to our children. Every well informed physiologist knows that this has a far deeper meaning than

the world generally believes, and well would it be for us if our popular teachers and advisers were in a position to explain those inevitable laws of nature, the violation of which most surely leads to the visitation of the sins of the parents upon their children to the third and fourth generation. The world to-day is full of sad experience of the truth of this. Having but few faithful teachers to enlighten them, error and misery are perpetuated without reasonable hope of their termination. Our chief hope lies in the education of the masses, and for that purpose we have in this country a school system perhaps not inferior to school systems in general, though like others inadequate to the requirements of the age. This, however, is not so much the fault of the system, as of the want of that kind of information amongst the adult population which would enable them to work it up to its highest capability of usefulness. The prevalent predilection in favour of purely intellectual to the exclusion of physical culture is one of the cardinal errors of our time, and an error of so insidious a character as, if persisted in, must, by producing first physical and its consequent mental degeneracy retard the world's progress. It therefore becomes the duty of all who desire that the world should be handed down to the next generation in a state of accelerated progression, including that of man, to enquire into the tendency of over taxation of the brain, and prolonged inaction of the body, especially in childhood and youth; and in prosecution of their investigation they should bear in mind that, in nearly all cases, both the action of the brain and the inaction of the body are not spontaneous or voluntary, for them comparatively little harm would be done, but both are compulsory, producing cessation of that reciprocal action between the brain and muscles and viscera which constantly reiterated leads to the most lamentable results. To the professional man it is apparent that brain work in the young, even when it is not carried to extremes, is productive of injury to the physical system; the abstraction of blood to the brain from other parts of the system preventing the necessary circulation in those parts.

When the action of the brain is very great, as it often is in all schools, the mischief is correspondingly great, and a state almost death-like exists through the system—the brain alone excepted—and that is labouring on through algebraical analysis to insanity, or at best to premature structural development and cessation of growth in that organ, even in early youth. It is within the experience of nearly all, that persons do sometimes stop growing very suddenly, years before they were expected to do so; and so boys and girls who were regarded as prodigies of learning, have all at once come to a dead stand, and were left standing there by the dullest scholars of their acquaintance as they passed by.

If, aided by the lights of modern science, we could look into the economy of our nature, and behold the myriad beautiful contrivances for carrying on all the functions of our organization—its endless variety of wonderful adaptation of means to ends—remembering that nothing is there in vain, but that all is indispensable to healthy vitality; remembering too, that upon the uninterrupted discharge of all these functions, the mind itself depends for its normal manifestations, we should no longer need to be told that "the first requisite to success in life, is to be a good animal."

If we continue to pursue the course which has unhappily been inaugurated nearly all over the civilized world, we may reasonably expect the bitter fruits of degeneracy and premature decay. If we continue to violate the laws of nature, by educating the mind at the expense of the body, its sad effects will be transmitted to a puny generation, utterly incompetent to discharge those momentous duties which must arise out of the events with which this age is pregnant. In the great battle of life the victory will be with the strongest.

Enough is known to guide us in the work of reform, and if we fail to transmit to the future a superior race, capable of securing for themselves the greatest amount of happiness, the blame will rest with us. The first most practical step to be taken is, for the people in every school section to insist on and secure the introduction of gymnastics into their public schools. That this has all along been contemplated by the system is clearly shown by the fact that the pupil teachers, male and female, in the Normal School, are instructed in gymnastics, so that they may be capable of teaching others. It is also introduced in the male and female departments of the Model School, which, as its name implies, is intended as a pattern for the common schools throughout the country. Let parents look to these things—the physical as well as the mental development of their children—and they will realise that the well developed normal man and woman, are infinitely more virtuous and pure, and worthy to become the parents of those to whom great works are to be committed.

In conclusion, we would ask the serious attention of the young, and all concerned, to the subject of the article in our last number, entitled "Books and Reading," and would warn those whose tastes are not yet perverted by flash literature, to beware that they lose

not all relish for those "feasts of reason" to be found in the works of our best authors.—*Journal of the Board of Arts and Manufactures for Upper Canada.*

## 2. LOOK TO THE CONDITION OF THE SCHOOL HOUSE.

Teachers and parents should make it a duty to see that the circumstances under which children study are such as shall leave a happy impression upon their minds. Young scholars will gradually and unconsciously become like what they most look upon. Little children are wonderfully susceptible for good or evil.

2. Shabby school houses induce slovenly habits. Unswept floors indicate cobwebby brains. Ill-made benches not only warp and dwarf the body, but, by reflux influence, the mind as well. Why are children so often discouraged and disgusted at school. Because the school house seems to be a prison, and the furniture as instruments of torture.

3. No matter how old or unfashionable your school house—keep it clean. Hide its sombre walls with pictures, embower its weather beaten exterior with flower vines, and decorate its yards with shrubbery. Then the birds will come singing welcome to our children. They will be enchained as if by sweet magic, and their minds will be awakened to learning and virtuous instruction, with links of gold brightening, strengthening, for ever and ever.

## V. Papers on the School System and Law.

### 1. SCHOOL SYSTEM OF UPPER CANADA.

The Honourable Chief Justice Draper, in his recent reply to the Warden and Councillors of the County of Norfolk, at the inauguration of the Court House, thus refers to the success of the public School System of Canada: "All honour to the brave men who, with willing hands and brave hearts, have changed the wilderness into a fruitful field, and, by their example, patriotism, and strict adherence to principle, have left to their descendants a legacy of highborn freedom, moral power and intellectual wealth, which any people might be proud to boast of, and ambitious to possess. He could not forget that the soil of "glorious old Norfolk" was, educationally considered, sacred soil. Several of the sons of Norfolk had earned for themselves a proud position in the councils of their country, while one in particular had woven an imperishable wreath of fame about his forehead as the author of the Common School System of Canada, the equal of which was not to be found in any land or any country. Nor was it the least proud of his recollections that when in political life, thirty years ago, it was his pleasurable duty to introduce into the Legislature of Canada, at the instance of its originator, and framed by him, the bill which was the foundation of that great code of common school education which, in the annals of history, will render Dr. Ryerson's name immortal. Other names and other deeds will fade from memory, but that which pertains to intellectual growth is never lost.—*Norfolk Reformer.*

### 2. RECENT DECISIONS OF THE COURT OF QUEEN'S BENCH IN REGARD TO SCHOOL MATTERS.

1. *Neglect of city corporation to provide money—Application for mandamus.*—The Consol. Stat. U. C., ch. 64, sec. 79, subsec. 11, which requires municipal corporations to provide the sums required by school trustees "in the manner desired" by them, authorizes the trustees to direct at what times the money shall be paid, but not how it is to be procured. The court therefore refused a mandamus to levy a rate, but granted it to provide the money as desired. Where it appeared on affidavit that steps had been taken to provide the sum required, a mandamus nisi was nevertheless granted. The court declined, on the motion for the writ, to consider objections to certain items in the trustees' estimate, as these could form no reason for withholding the whole. *In re Board of School Trustees of the City of Toronto and the Corporation of the City of Toronto*, Q. B. R. xxiii. 208.

2. *Application for mandamus to levy rate—Form of estimate—Waiver of its insufficiency—Proof of by-laws.*—The school trustees of a town applied for a mandamus to the corporation to pay over all monies collected for the erection of school buildings under a by-law of the 21st of August, and to collect the sum remaining; or to provide for the trustees \$1000. It appeared that the trustees had passed a resolution to apply to the corporation for \$3000 for the erection of school buildings, upon which a by-law was passed to raise that sum. This by-law was repealed and another passed to raise the necessary sum, but it was defective. *Held*, that though the resolution of the trustees was not a sufficient estimate, the objection was cured by the corporation having passed a by law in

pursuance of it; but that as that by-law was invalid, the court could not enforce any thing arising under it by mandamus; *Held*, also, that the estimate being insufficient a mandamus could not be granted to provide the sum mentioned in it, as asked by the second alternative of the application.

Two copies of by-laws put in not being proved under sec. 190 of the Municipal Act could not be read, but the same by-laws were set out at length in affidavits filed, the deponent swearing that a by-law was passed by the town council "in words following," which was held sufficient for the purposes of this application. Sec. 190 provides for the proof of by-laws in general cases, sec. 195 for the special case of an application to quash. *In re Board of School Trustees of the Town of Sandwich, and the Corporation of Sandwich*, Q. B. R. xxiii. 639.

3. *Colored people—Separate schools.*—*Held*, that upon the facts apparent on the affidavits in this case, either no separate school extending to the applicant had been established for colored persons within the statute, or it had been discontinued, and that he was therefore entitled to a mandamus to the trustees to admit his daughter to the common school.

The erection of a separate school suspends but does not annul the rights of those for whom it was established as regards the common schools. When it is no longer kept up these rights revive. *In re George Stewart and the Trustees of School Section No. 8 of the Township of Sandwich East, in the County of Essex*, Q. B. R., xxiii. 634.

## VI. Papers on Practical Science.

### 1. HOW WE KEEP OURSELVES WARM.

Take a little bit of good fresh lime, such as they make mortar with, and put it into a bottle with a good lot of water; shake it up well, and then let it stand till the water is left clear. A small portion of the lime will remain dissolved in the water. We shall call this water, then, lime-water. Now get a tumbler, and pour a little of this lime-water into it, roll it round so that all the sides may be moistened, and then hold it for a minute, mouth downwards, over a clear fire free from smoke. On turning your tumbler up again, you will find that the few drops of lime water that run together in the bottom, are no longer clear, but milky. The reason is this: the lime is very fond of that carbonic acid, which we saw last week coal and coke, and such like, burn away into; and when it gets hold of this carbonic acid, it turns into chalk, or carbonate of lime, which, as it will not dissolve in the water, makes it milky. You will get the same effect if you hold your tumbler, moistened with lime-water, over a gas-flame, or a candle, because here, too, carbonic acid is being produced by the burning. This turning lime water milky may be used, then, as a test for carbonic acid; we can tell whether there is carbonic acid coming away from any burning substance, by seeing whether the smoke that it produces will make lime-water milky. The carbonic acid is formed, it will be remembered, by the carbon of the coals or coke, or other fuel, uniting with the oxygen of the air; and this union or combination is the cause of the heat.

Now let us try another experiment. Take your tumbler, wipe it out quite dry, and then hold it for a moment, mouth downwards, over the flame of a candle. You will find the inside instantly covered with moisture. If you had any means of keeping the tumbler cold, this water would go on accumulating till it ran down the side in drops. Get a bit of ice, or some snow, and put it into a good sized spoon (silver is best), and hold this over the candle flame. The ice will keep the spoon cold, and you will very soon see a great drop of water hanging underneath the spoon. Hold it away from the flame, and nothing of the kind takes place. This water, then, has clearly come from the flame; yet there is no water in the candle. It must be a product of the candle's burning, one of the things that the candle has turned into by uniting with the oxygen of the air.—You may get the same effect by holding your tumbler or spoon over a gas-flame, or over the bright flame of a coal fire. Hold, them, however, over a coke or charcoal fire, or a cool one when it is burning quite clear, and no water will make its appearance. These things turn into carbonic acid only; coal gas, fatty matters, and such like, turn into carbonic acid and water. Here is the reason. In coke, or charcoal, or cinders, there is only one element to be burnt—carbon; in coal-gas and candles, there are two—carbon and hydrogen. Now, water, as we noticed last week, is a compound of hydrogen and oxygen; when, therefore, anything is burnt which contains hydrogen, it must burn into water. It is because these things—such as coal-gas, or tallow, or wax—contains hydrogen as well as carbon, that they burn with a flame, and do not merely glow away like coke or charcoal, which are all carbon. Hydrogen, like carbon, produces a great deal of heat when it is united with the oxygen of the air.

We have now found out pretty well all about our fire, and why it is the fire gives heat; why only some things will burn, and why air is necessary to make them burn. And we have got two tests by which to find out what elements they are which are burning, whether carbon or hydrogen, or both, by seeing what it is that is coming away from the burning substance; whether carbonic acid, which will make our lime-water milky; or water, which will condense on a cold surface. Now, we want to apply these tests to yet another source of heat—another means of keeping ourselves warm—more important than all the others we have spoken of.

Fires are very pleasant, but they are not really necessary to keep us warm. When we go out on a cold winter's day, and walk about in the frosty air, we have no fire to warm us, and yet if we only move briskly enough, we soon get in a pleasant glow. When we get into bed at night, the sheets are very cold; yet we wake up in the morning, and how warm and comfortable they feel. There has been no fire to warm them; what then has made them hot? Our bodies are always much warmer than the air, except in the extreme heat of summer; yet half the year we do not need fires at all: how is this? It is clear that there must be a source of heat within ourselves. We can keep ourselves warm, we can make other things warm, and all without fires; there must be some sort of a fire in our own bodies, then, to enable us to do this. And so there is; a real fire in our bodies, as true a fire as that which is blazing in our grates, only not quite so hot.

Every one knows that we are constantly breathing in and out the air about us. We draw it down into our lungs, and then we press it out again; and so we go on, all day and all night, from the moment we were born to the moment when we die. And we know that without this constant breathing, we could not live; if our mouth and nose were shut up, so as to prevent our getting air, we should be suffocated and die. Now the reason for this is, that the air we breathe out, the air after it has been in our lungs, is very different to the air we breathe in, and contains something that is poisonous, and which, if we do not get rid of it, will kill us. We spoke before of a poisonous gas or smoke, which came from our fires, and which we called carbonic acid. Let us see whether this poisonous thing that comes into our breath be not, perhaps, the very same.

Our test for carbonic acid, it will be remembered, was its effect upon lime-water, in making it milky, by turning the lime into carbonate of lime, or chalk. Now put some of this lime-water into a tumbler, and take a bit of tobacco-pipe, or something of that sort, and breathe through that into the lime-water, so that the breath may bubble through it. Very soon you will find the lime-water gets quite milky. There is clearly, then, a great deal of carbonic acid in your breath. Now this has not come from the air itself; for, though that contains a little carbonic acid, there is not near so much in it as in your breath. Take a couple of bottles of the same size, and fill one with your breath, by breathing in it for two or three minutes; then put some lime-water into each, and shake them up, and you will find that though both are milky, the one you breathed into is by far the milkiest. This poisonous gas, then, which suffocates us if we are kept from breathing it out, is without doubt carbonic acid, and the very same that comes from our fires.

Now if we were to examine still more closely the air we breathe out, we should find that not only was there carbonic acid added, but there was also oxygen taken away; that is to say, part of the oxygen of the air, passing into our lungs, had united with some of the carbon of our bodies, and turned into carbonic acid. But this union of carbon and oxygen, we have seen, is the source of the heat in our fires, it is what constituted burning. Here, then, plainly, is one source, at all events, of the heat of our bodies. There is a constant burning of carbon going on in them, a fire that never dies out as long as we live, and which is helping to keep us warm, even when there is no fire outside that we can get near.

We shall have some more to say about this curious fire next time, when also we hope to bring to an end these little chats about "how we keep ourselves warm."—*The Quiver*.

## 2. PROMOTE RURAL REFINEMENTS.

Our people have yet to learn what value there is to a family in a well-kept flower garden. Does it not supply to children their most beautiful memories; A child who has nothing but a dirty house and neglected ground to recollect as connected with his early home, lacks an important impulse to a well-ordered life. Beauty in morals can hardly be expected from deformity in condition. And not only to childhood do flowers minister happy influences, but also to the labors and fatigues of manhood and old age. Is not the farmer who returns from the labors of the field to repose in a well-kept house, in the midst of green lawns and beautiful flowers, a happier and better man for their presence? Does not old age find them an added element of its repose? It were useless to ask, "What good comes of flowers? Can we eat, drink, or wear them? How can I

spare the time to cultivate them, when the necessities of life demand so much of my attention?" Just as if ministering to our love of the beautiful is less of a necessity than eating, drinking or wearing. Virtue and happiness depend as much upon neatness, order, and beauty, as animal life upon eating, drinking, and sleeping. This our people will feel before they will rise in the scale of civilization. No class is so unpardonable in neglecting to beautify their homes as the farmers, who live where the means of doing it may be had with so little care and cost.

There is a sad defect in our rural architecture. We do not speak of cost; we lay out enough upon our buildings; but not in a way to ensure the greatest comfort and convenience. Even in those parts of our country where the people still live in log houses, there is all the difference imaginable between a well-constructed, well-kept, and pleasantly situated house of this kind, and one that is otherwise. A refined family will show their refinement in such a house as much as in a palace; and the vulgar will make their vulgarity equally conspicuous. It is not costliness which is demanded in our rural architecture, but taste and refinement. And these may appear in putting logs together into a cabin, and in the air of neatness with which they are surrounded, as much as in a place on Fifth Avenue or Walnut street.—*Chronicle*.

## 3. CONVENIENT FACTS TO KNOW.

Windows may be kept free from ice by painting the glass with alcohol with a brush or sponge.

Odors from boiling ham, cabbage, &c., may be prevented by throwing red pepper pods or a few pieces of charcoal into the pot.

Pigeons are hatched in 18 days; chickens, 21; turkeys, 26; ducks and geese, 30.

A cement which is a good protection against weather, water, and fire to a certain extent, is made by mixing a gallon of water with two gallons of brine, in two and a half pounds of brown sugar and three pounds of common salt. Put it on with a brush like paint.

Common cut-nails or screws, are easily driven into hard wood, if rubbed with a little soap either hard or soft.

Never condemn your neighbour unheard; there are always two ways of telling a story.

To avoid family quarrels, let the quarrelsome person have it all to himself; reply never a word.

To remove iron stains, the iron is first dissolved by a solution of oxalic acid in water. The oxalate of iron thus produced, which, unlike iron rust, is soluble, is readily removed by washing or soaking. Ink spots (tannogallate of iron) upon the printed leaves of books, are removed in the same way, but the lamp-black of the printer's ink is not at all affected. If fresh, such spots may be wholly effaced; if old and dry, a very little remain.

To get rid of bed-bugs, wash the bedstead with salt and water, filling the cracks where they frequent with salt, and you may look in vain for them. Salt seems inimical to bed-bugs, and they will not trail through it. It is preferable to all "ointments," and the buyer requires no certificate as to its genuineness.—*Ex. Paper*.

## 4. ADULT EDUCATION AND MECHANICS' INSTITUTE CLASSES.

The head master of King Edward's School, Birmingham, having been requested to distribute the prizes to a number of successful candidates, at a recent school examination, observing that there were some fifty or more copies of Smiles' "Self-Help" among the prizes, cautioned his young audience against being misled, by the stirring contents of that book, into supposing that any individual among them, who might be gifted with energy and ability, could therefore have the opportunity of becoming a Watt or a Stephenson. He bade them rather receive and remember this truth, that any working man who learned to do his daily laborious task from the highest motives of duty and responsibility, was filling his situation and discharging the purpose of his life as honorably and usefully as though he had attained the eminence of either of those great men.

The idea, though not expressed in so many words, is nevertheless prevalent now-a-days, that a labourer has only to obtain an education to make him either a genius or a gentleman. We do not say that all who possess a laudable desire for knowledge entertain this idea, but we do say that it prevails to too great an extent. The object we aim at in quoting the remarks of the Head Master, is to impress upon the minds of our youth the desirability of acquiring, or of seeking to acquire, knowledge for its own sake, for its own intrinsic value, for the pleasure and increased measure of happiness which it is calculated to impart, as well as the increase in value of the man who has obtained it. No one will deny that knowledge is calculated to impart pleasure, and to increase a man's capacity for

enjoyment. Much less will any one deny that, in proportion as a skilled mechanic increases his stock of knowledge, he increases his value both to himself and his employer.

Here, then, is the aim and object of a Mechanics' Institute. It supplies to the illiterate and uneducated man the means of acquiring knowledge, at such rates as he is able to pay. By doing so, it may enable him to rise to the top of his profession, or, what is more probable, it may simply increase his stock of information sufficiently to enable him to do his work with less labour, fewer errors, and much more pleasure to himself and others. The great change produced in the masses of the people within the last half-century, is the effect of reading. Men who labour with their hands all the time, used to be, and are now to a very great extent, disinclined to employ their minds in reading or thinking, and this must always result from an overworked body. On the contrary, those who will engage the mind in reading, and in useful study, in addition to their ordinary labour, will invariably find that they are able to do their work with more pleasure, with less labour, and at an increased pecuniary value.

Young men of the present day have very superior advantages over those of days gone by. Let us instance the case of the members and pupils of the Toronto Mechanics' Institute as an example. Classes have been organized for the study and practice of book-keeping, penmanship, English grammar and composition, practical arithmetic, architectural and mechanical drawing, ornamental drawing, and French. Over one hundred pupils have connected themselves with one or more of these classes, at an average cost of two dollars and a quarter per annum. Each class receives forty lessons, meeting two nights per week during the five winter months. At a glance it will be seen that here is the nucleus of a great work. Some thirty are learning book-keeping, which, to the clerk, the employer, or man of business anywhere, tends essentially to success in life. How large a proportion of men fail in business, and themselves and their families become ruined, because of their incompetency to take charge of their own books, and to make proper business calculations! About twenty are learning the art of penmanship, one of the most desirable of accomplishments. A few industrious apprentices are working hard to learn mechanical drawing; and so on. Perhaps out of them all, not one Watt or one Stephenson may be produced; but undoubtedly their value to the state, and to themselves, will be immeasurably increased; and their capacity for observation, for understanding, and for enjoying, will be proportionately augmented.

We sincerely hope that the trustees or directors of Mechanics' Institutes in our towns and villages, as well as in the larger cities, will see it to be the interest of their several institutions to make strenuous efforts to organize one or more classes; and that at the next annual examination of this Board, instead of two institutions, as last year, ten or a dozen will be sending for the necessary examination papers for their numerous candidates.—*Journal of the Board of Arts and Manufactures for Upper Canada.*

## VII. Papers on Literature and Art.

### 1. LITERATURE AND ART IN MONTREAL.

The pleasures of the Eye and the Ear are the cheapest and the sweetest of our luxuries; and when they shall be equally appreciated by the classes of our community whom no common sympathy blend, society will be wedged together by more enduring bonds. It will perhaps not be out of our province, as public journalists, if we take a review of what has been done by our citizens during the past year for the improvement of our University, the extension of higher education, and the fostering a taste for the fine arts.

First in order was the Montreal Literary Club; it has a respectable "local habitation" at the corner of Cathcart and University Streets. It is furnished with a comfortable reading room, and chiefly through the munificence of its members, it has acquired a library numbering over 500 volumes, that will put to blush, considering the short space of time the club has been in existence, the other libraries of Montreal. The reason of its success is obvious, the ordinary members as well as the directorate, have felt an individual interest in their own work. It further has a regular monthly session for the reading and discussion of papers or lectures. Some already read, have possessed great literary merits.—One of the fellows has recently given to the world a poem "Jephthah's Daughter," which we have already reviewed. There is a vitality in the CLUB, and we hope like Shakspeare's LANCE it will be brandished at the eyes of ignorance.

In April last under the influence of Shakspeare, many of our citizens, with a laudable desire to save the celebration of his tercentenary from the desecration of mere fire works and pageantry, vended a gold medal to be given annually at the McGill College

for proficiency in English literature from the time of Shakspeare to Addison; a medal for the express object of preserving the purity and force of our noble mother tongue, and of restoring its monosyllabic character, that distinctive character which enables us to express more meaning in a shorter compass than can be done in any other language; a medal, to save the students from the "Johnsonian" swelling and expansion, which has turned the following sentence in Dryden's translation of Juvenal "Look round the world" into the following couplet of bombast and tautology:

"Let observation, with extensive view,  
Survey mankind from China to Peru."

Which is, as much as to say, let observation with extensive observation observe mankind extensively.

Mrs. Anne Molson, with the characteristic "do good" of the Molson family, whose name will ever be associated with the noble founder of the McGill University, gave a gold medal for Mathematics and Physical Sciences. Then followed a gold medal for Geology and Natural Science, given by Sir Wm. Logan whose *effigies* and name it will bear, a name that will, as long as Geology is a science, go forth to the ends of the world; a name that Canada may be as proud of as England is of Murchison, and Germany of Humboldt. Subsequently and lastly has been provided for, though not yet formally announced (or the fund handed over) a gold Medal "In memoriam" to do honour to a dear relative of one of the Professors in the faculty of Law; a medal, for what Hooker in his Ecclesiastical Polity so eloquently describes, when he says "of Law her seat is the bosom of God, her voice the harmony of the world: all things in Heaven and Earth do her homage, the very least as feeling her care, and the greatest as not exempted from her power."

All thanks for these medals, gratitude for the spirit that prompted them,—but in order that these incitements to study be not imperative; more is required to be done. The Library of McGill College must be increased—the same generosity that gave us the Molson wing cannot be dead. Our citizens need only to be appealed to in order to remedy the present state of things; whether they are from an apathy on the part of the college authorities, or for want of a properly organized machinery to procure the books that are absolutely needed by the students, we know not; we would respectfully suggest that a list of the books that are indispensable be made known, and we feel certain of the result.

We come now to the "Art Association," which gave its Conversation and threw open its exhibition of oil and water colour paintings and other works of art to the public in February last, an exhibition none who saw will readily forget, one that has borne good fruit, if we may judge of the difficulty now found in selling pictures which ought only to be styled *tea tray or sign paintings*; and also by the number of good pictures that have since been purchased and now adorn the walls of our fellow citizens. Further it has had its influence. Look at the collection of illustrated books recently imported by Dawson Brothers, the which, we have previously reviewed: again, at "Notman's selections," a work that would be a credit to any London publisher. It is a reproduction of many choice engravings and paintings by means of photography, and perhaps has thus given to the art its most important function. There has never been a work published in Canada better calculated to cultivate and elevate the taste in art; because it has put within the reach of the many, faithful translations of the works of the best masters, ancient and modern. In no way can photography take a form so useful to the community, so useful to the many who have never seen, and may never have the opportunity of seeing the European Galleries, as by allowing the pictures to reach them in the form of a photograph; it secures the thought of the artist, and enables art to go hand in hand with literature—the cheap picture thus keeping pace with the cheap newspaper and cheap book.

Look again at our furniture, and the carving and gilding; mark the increased beauty of design and quality of the carving in the productions of Thompson, Hilton and Pell—there is a mind in their work which increases its attractiveness. But how much more might be done if the "Art Association" could meet with sufficient encouragement to establish a school of design; the promotion of such an object for the culture of Art would be supplying a real want; it would raise the value of our manufactures by the artistic excellency of their ornamentations.

This Art Association is needed; it is now about to appeal to the public for funds to establish an Art Union and to have another exhibition in February next, and if possible to erect a permanent gallery. The extension of education, the improvement of our University, the advancement of Science, are all worthy objects, but it is not through them alone that we can refine and elevate and unite the various masses of our community. The depths of science are not to be sounded, nor the heights of philosophy attained even by the most favoured classes, and still less by the overworked, uneducated and neglected sections of society. Science and Philosophy therefore can afford no common ground of study, or of converse to



the rich and poor. It is among the reproductions of ancient, and the achievements of modern art, and the sounds of good music that the eye and the ear are appealed to. It is only in the study of the beautiful, where the scenes become our teachers, that we can expect to unite in a common pursuit all the disaffected classes of society.—*Montreal Gazette.*

## 2. THE WAY TO ROOT OUT POPULAR SUPERSTITIONS.

In this age of newspapers, periodicals, and standard literature, of schools, academies, and colleges, when the ignoramus who cannot read is a curiosity seldom seen, we think of the dark ages when we speak of superstition. With all the opportunities for gaining knowledge so readily accessible, and the progress made in science, we are loth to credit the amount of absurd superstition that has a firm hold upon the masses. Men of reputation for character and general information, who will talk intelligently upon politics, religion, and other topics of general interest, practically believe in prophetic signs and superstitious notions as ridiculously absurd as most we find in the imaginary fictions of the East. A fruitful source of superstition consists in the fancied influence of the heavenly bodies upon the affairs of this world. The belief that the moon causes the tides is founded upon philosophical principles, but when the moon is claimed to give direction to the winds, temperature to the weather, and inform the farmer when to sow his seed, the connection between cause and effect is ignored.

The amount of such absurd faith in almost every community is incredible. Fishermen will wait for the finny tribe to see a full moon through the air-holes in the ice before they will molest them. The old family almanac is frequently consulted to anticipate the rain and shine, and the prophesied changes of weather "about this time" shrewdly scattered over a fortnight's space is always satisfactory.

No work is commenced on unlucky Friday. The position of the sun in the signs of the zodiac gives indispensable information to the farmer about the management of his stock. A multitude of similar ridiculous absurdities are believed not only among the ignorant backwoodsmen but by men of some position and influence in our most enlightened communities. We believe it devolves upon the educators of our youth to eradicate these relics of a barbarous age from the popular mind. It cannot be done in a moment. Men must be taught to think and reason.

To keep evil thoughts and influences out of the mind it must be preoccupied by right principles. Many a fond parent incautiously warps the tender mind of his child by placing in his hands the nursery tales of our day, which are at best only designed to interest and please. It is sad to see a little child upon its mother's knee listening with eagerness to tales of goblins, ghosts, and fairies. With childish simplicity he believes it all. It will require long years of vigorous growth to repair the mind distorted by improper early training. The hateful ghosts of ghost and fairy stories often haunt the mind long familiar with philosophical investigations. If the judgment and imagination in early youth are vitiated by imposition upon childish credulity, a foundation is laid for any belief whatever, whether attested by credible evidence or not. This accounts for the grossest superstitions all about us.

The best antidote for this evil is to enlighten the mind by an acquaintance with the common facts of natural science. The habit of investigating the phenomena of nature, and tracing results to their causes will dispel the deepest darkness of superstition and ignorance. Instead of wearying the mind with the verbiage of the more abstruse branches of learning, the rudiments of natural philosophy should be taught in our common schools.

Education does not consist, as some would have it, in cramming the intellect with words and sentences which it cannot comprehend, but in the proper development of the innate powers of the mind. Encourage the natural desire of searching out the reason for everything, and you will do more to educate the mind than if you crowded into it all the facts of an encyclopædia or dictionary.—H. M., in *Rhode Island Schoolmaster.*

## VIII. Biographical Sketches.

### No. 1. THE HON. J. E. TURCOTTE.

It is our painful duty to have to record the death of the Hon. J. E. Turcotte, which took place at his residence in this city on the 20th ult. He expressed himself as satisfied to die, as his work was done, in allusion to the completion of the railway, for the success of which he has laboured for years past, and made many sacrifices. Mr. Turcotte's political history is well known in the province. He sat in the first parliament after the Union, was solicitor General in the Viger Papineau ministry, and was elected Speaker of the

assembly in 1863, which position he occupied with entire satisfaction to the House until the fall of the Macdonald Cartier administration. Mr. Turcotte leaves a family of four boys and four girls. His loss is deeply deplored, not only by his immediate friends but by those who were opposed to him in politics. A melancholy interest now attaches to the subjoined document and expresses the feeling of those who knew him best. Mr. Turcotte was an uncompromising political foe, but in all the relations of private and social life he was the kind husband, the indulgent parent, and the genial friend. At a meeting of the Council of the Corporation of the City of Three Rivers, held on the 20th day of December; It was moved, seconded, and resolved: That this Corporation has learned with satisfaction that the Three Rivers and Arthabaska Branch Railway has been put in regular operation on the 12th December inst. That this Corporation avails itself of this occasion to express in the name of this city to the Hon. Joseph Edouard Turcotte, that fully do they appreciate the sacrifices he has suffered and the energy he has displayed in order to overcome the numerous difficulties and obstacles he encountered during the construction of this Railway. That this Corporation acknowledges also that the conduct of Hon. M. Turcotte towards this city has always been most liberal, and thanks him for all the sacrifices which he has made, at the expense of his fortune, as well for the embellishment of this city as for its material advantage. His funeral took place on the 23rd and was largely attended; the places of business throughout the city being all closed.—*Three Rivers Inquirer.*

### No. 2. JEFFERY HALE, ESQ., OF QUEBEC.

Mr. Hale of Quebec, who died at Tunbridge Wells, England, on the 13th of November, was son of the late Hon. John Hale, Receiver General of the Province of Lower Canada, and in early life entered the Royal Navy. He was ardently devoted to his profession; but growing up to manhood, he clearly saw that the naval service (as it then existed) did not afford him that position of usefulness for which his warm young Christian heart yearned. Accordingly, on obtaining his lieutenantcy, he returned to Quebec, his native city, where, for the last thirty years, his name has been associated with every good work, having for its object the happiness of his fellow citizens and the glory of the great Redeemer. The Sabbath School established and maintained by him—one of the oldest in Canada—still exists, and it will be a source of gratification to many to learn that provision has been made for continuing its usefulness; in connection with this school Mr. Hale found his most delightful employment and useful sphere of labor. Upwards of twenty ministers of the Gospel and ministers' wives have been sent from this School to the Lord's vineyard; to this fact he would sometimes allude with peculiar gratification. Many of his Sunday scholars have grown up to be useful members of society, not a few of them scattered over the world; but whether far or near his loving spirit never forgot them—his counsel, influence and means were cheerfully given to those in need.—*Echo.*

### No. 3. THE EARL OF CARLISLE, K.G.

The death of the genial and kind-hearted nobleman who expired on the 5th ult. within the princely walls of Vanbrugh's Castle Howard, leaves a blank in society which will be felt by all classes. George Frederick William Howard was the seventh Earl of Carlisle. He was born on the 18th of April, 1802, and educated at Eton and Christ Church, Oxford, where, in the year 1821, he gained both the Newdigate prizes for his English poem "Pæstum," and the Chancellor's medal for his Latin poem "Eleusia." In 1823 he took a first-class degree in the Classical Tripos, and shortly afterwards he accompanied his uncle, the late Duke of Devonshire, as *attaché* to the Embassy to Russia on the coronation of the Emperor Nicholas. In 1826 he was returned to Parliament for the family borough of Morpeth. In 1826 he published a five act tragedy in verse, called "The Last of the Greeks; or the Fall of Constantinople." In 1829 he took an active part in the passing of the Emancipation Act, and in the ensuing year was returned for the West Riding of Yorkshire. In 1835 he became a privy councillor, and from that time till the fall of Lord Melbourne's ministry, in 1841, was chief secretary for Ireland, under the lieutenantcy of Lord Mulgrave (afterwards Marquis of Normanby), having in the course of that time the charge of the Irish Tithes Bill, the Irish Municipal Reform Bill, and the Irish Poor-Law Bill. Being now freed from Parliamentary duties, he spent a year in the United States and the West Indies, taking a special interest in the slavery question, on the side of abolition. On his return to England he began the series of his popular addresses at Mechanics' Institutes. A collection of twelve of them has been published (in 1852) in Longman's Travellers library, under the title "Lectures and Addresses in Aid of



Popular Education." They range in date from 1843 to 1851, and were, for the most part, delivered at various towns in Yorkshire, and on such subjects as "The Benefits of Education," "The Union of Labour and Intellectual Attainments," "The Improvement and Development of the Intellect," "The Great Exhibition of 1851," and "The Objects of Mechanics' Institutes." In 1846 Lord Morpeth was again returned for the West Riding, and appointed Chief Commissioner of Woods and Forests. In October of the same year he delivered an address to the members of the Manchester Athenæum, which is printed in a collection of speeches on "The Importance of Literature to Men of Business," published by Messrs. Griffin in 1852. A speech of Lord Morpeth's on Sanitary Reform, delivered in the House of Commons on the 30th of March, 1847, was also printed and published in that year. In 1848 his lordship was removed to the House of Peers, and in 1850 was appointed Chancellor of the Duchy of Lancaster, which office he retained for two years. In the same year he delivered two lectures at Leeds, which are amongst the most esteemed of his works—one on the poetry of Pope, and the other on his own travels in America. These lectures were printed in 1851, and are also comprised in Messrs. Longman's volume. Another lecture of the same class, "On the Writings of Grey," is prefixed to a collection of Grey's poems, published at Eton at about this time. In 1853 Lord Carlisle gave further expression to his sentiments on the slavery question in a preface to "Uncle Tom's Cabin," and published another address, delivered at a meeting in aid of evening classes for young men in London and the suburbs. In the same year he was appointed Lord Rector of the University of Aberdeen. In June of the same year he left England for a tour in the East, a pleasant account of which, written in an easy agreeable style, he published on his return home, in 1853, under the title "A Diary in Turkish and Greek Waters." His lordship went to Constantinople by way of Vienna, saw the English squadron in Besika Bay ready to sail into the Black Sea. In the following year the Earl of Carlisle was appointed Lord Lieutenant of Ireland, in which post he remained, except during the few months of Lord Derby's second government in 1858, until his failing health compelled his resignation last September. When out of office during the short interval above mentioned, his lordship's pen was again taken in hand, to try once more the old trick of verse-making. The result was "The Second Vision of Daniel: a Paraphrase in Verse," in which the noble author attempts to elucidate the original by what he conceives to be the true interpretation of the prophecies of the eighth chapter of the book of Daniel; declaring in his preface that "we are on the threshold of great events, and of the close of our present economy," and deprecating the doctrines which Mr. Buckle had recently propounded in his work on civilization. He also delivered an address at the Social Science meeting at Liverpool in the same year on "Criminals and their Reformation." One of the last public occasions on which the late Earl presided was the Shakespeare Tercentenary Festival at Stratford-on-Avon last April. Before that time the paralytic affection of which he died had slightly affected his power of utterance, and he had been advised to decline the invitation. But, knowing that the project was not popular, and heartily approving of it himself, he generously made the effort, and proposed the toast of the evening with all his accustomed fluency. Thus the life of the seventh Earl of Carlisle, if it has not shown him as a man of great depth or power, has been one of acknowledged usefulness in his generation; and, if his literary works are not destined to carry down much fame to posterity, it must be remembered that the good he has done could not have been effected except by a man who, to use the words of his political opponent, was "remarkable by his knowledge, his accomplishments, and his commanding eloquence."—*The London Reader*.

## IX. Miscellaneous.

### 1. "FORBID THEM NOT."

"The Master has come over Jordan,"  
Said Hannah, the mother, one day;  
"He is healing the people who throng him,  
With a touch of his finger, they say;  
And now I shall carry the children!"  
—Little Rachel, and Samuel, and John:  
I shall carry the dear baby, Esther,  
For the lord to look kindly upon."

The father he looked at her doubting,  
And he shook his head sadly and smiled;  
"Now, who but a fond, doating mother  
Would think of a strange thing so wild?"

If the children were tortured by demons,  
Or dying of fever, twere well;  
Or had they the taint of the leper,  
Like many in fair Israel —"

Nay, do not thus hinder me, Nathan;  
I feel such a burden of care:  
If I carry it down to the Master,  
Perhaps I shall leave it all there.  
If He lay but His hands on the children,  
My heart will be lighter, I know,  
For a blessing forever and ever  
Will follow them then as they go."

So, over the hill-tops of Judah,  
Along by the vine rows so green,  
With Esther asleep on her bosom,  
And Rachel her brothers between:  
'Mong the men who hung wrapt on his teaching,  
Or waited His touch or His word,  
Through the row of proud Pharisees hastening,  
She pressed to the feet of the Lord.

"Now why shouldst thou hinder the Master,"  
Said Peter, "with children like these?  
See'st not how, that from morning till evening,  
He teacheth—then healeth disease?"  
Then Christ said, "Forbid not the children,  
Permit them to come unto Me!"  
And he took in His arms little Esther,  
And Rachel He set on His knee;

And the sad heavy heart of the mother  
Was lifted from earth far above,  
As he laid his dear hands on the brothers,  
And blest them with tenderest love;  
—As He said of the babes in His bosom,  
"Of such are the Kingdom of Heaven;  
And strength for all duty and trial  
That hour to the mother was given.

—*Little Pilgrim*.

### 2. EARLY DAYS OF QUEEN VICTORIA.

It is now more than a quarter of a century since Queen Victoria, then a fair-haired, blue eyed girl, took the oath at her coronation in Westminster Abbey. She stood forth with calm self-reliance in that proud and imposing assembly of all the nobility, learning, genius and beauty of her realm, under the towering arches of that most majestic cathedral, and swore to govern them according to their ancient laws. The Archbishop of Canterbury advanced towards the Queen and addressed Her Majesty thus:—

"Madam, is your Majesty willing to take the oath?"

The Queen answered "I am willing."

Then said the Archbishop. "Will you solemnly promise and swear to govern the people of this United Kingdom of Great Britain and Ireland, and the dominions thereto belonging, according to the Statutes in Parliament agreed on and the respective laws and customs of the same?"

The Queen: "I solemnly promise so to do."

The Archbishop: "Will you, to the utmost of your power, cause law and justice in mercy to be executed in all your judgments?"

The Queen: "I will."

The Archbishop: "Will you to the utmost of your power, maintain the laws of God, the true profession of the Gospel and the Protestant Reformed religion established by law?—And will you maintain and preserve inviolable the settlement of the United Church of England and Ireland, and the doctrine, worship, discipline and government thereof, as by law established within England and Ireland, and the territories thereunto belonging! And will you preserve unto the bishops and clergy of England and Ireland, and to the Churches there committed to their charge, all such rights and privileges as by law do or shall appertain to them, or any of them?"

The Queen: "All this I promise to do."

Then the Queen arising out of her chair, attended by her supporters, and assisted by the Lord Great Chamberlain, the sword of State alone being carried before her Majesty, proceeded to the altar, where, kneeling on the cushion placed on the steps and laying her right hand on the Holy Gospel in the Great Bible which had been carried in the procession, she took the coronation oath, saying these words:—

"The things which I have heretofore promised I will perform and keep, so help me God."

Then the Queen kissed the book, and to a transcript of the oath set her royal sign manual.

Such were the obligations to which Queen Victoria solemnly pledged herself at her coronation, in 1838, and who shall say that they have not been performed? It is to this sacred performance of her duties that she owes her present firm position on the throne. It would have been far better for the other Sovereigns of Europe had they kept their plighted word as well as she. How great are the perils they have passed through during the five lustres of her reign! Bourbon, Hapsburg, and Brandenburg alike have been forced to yield to the turbulent elements which their own despotic misgovernment has evoked from their oppressed people. Not a few of them have sunk beneath the waves of the raging sea of anarchy around them, while she has rested securely on her shores, dispensing to her people liberty and law, and to perishing kings offering a safe asylum.

While most other countries have been convulsed by civil commotions, England has been entirely undisturbed, and the throne of Victoria is more firmly fixed than ever.—While the very foundations of society have been menaced elsewhere, not even the slightest feeling of disloyalty has been noticed in England and the Queen is as dearly loved as at the first. The confidence of her people has everywhere extended broad and deep, and she is now personally dear to all classes.—The English can point to her with pride and satisfaction, and the more so that her conduct has been in all respects consistent. Her personal character and public conduct have always been above reproach. It is greatly to the credit of Queen Victoria that she has secured so strong a position, from the fact that all her predecessors at least all of the House of Hanover, have been narrow minded Sovereigns. It is the great glory of Queen Victoria that, though not distinguished for great mental capacity, she has done more to strengthen the seat of her family on the throne than all the five Kings who preceded her. Nay, it is rather in spite of all that their folly and incapacity had done to weaken the regard of their subjects and bring royalty into disrepute, that the many virtues of her private character have guided her on to the secure happiness and prosperity of herself and family.

She has restored to loyalty its old prestige. She has once more surrounded it with the reverential affection which makes obedience so easy, patriotism so hearty, and constitutional government so strong and stable. She has revived and given a new lease of life to sentiments which have slumbered since the Stuart days, and which some had mourned over as altogether dead. She has done this by a combination of qualities which is rare in any rank; rarest, perhaps, of all, upon a throne. But most of all has she effected it by setting an example in her household life of private and domestic virtue, which Britons appreciate so much, and by never in a single instance belying the confidence of the nation.

Perhaps, in nothing has that deep and ever present sense of grave responsibility under which she has lived and acted been more signally displayed than in the sedulous care which she and her consort bestowed upon the education of her children. She thus not only strengthened her own hold upon the affections of her people, and increased the stability of her throne, but laid deep and strong the foundations upon which her successors must rest. Victoria well understood, when her young children were grown up around her, how much of the highest welfare of the country must depend upon the character of those who would hereafter be called upon to sway the sceptre and to form the Court of England. Hence few royal families have had the benefit of so excellent a training. No one in the least degree acquainted with the facts in the case will hesitate to pronounce that everything which the most conscientious effort and vigilance could effect has been done to secure her object. And not only is this true, but in a very remarkable degree this effort and this vigilance have been under the guidance of an unusually sound judgment.—*Boston Watchman and Recorder.*

### 3. THE ROYAL YACHT OSBORNE.

The royal yacht Osborne is now close upon 20 years in existence, and the changes worked by time in that interval are recalled to mind very forcibly when one sees in the same ship the nursery, with four doors opening off it, which belongs to the rooms occupied by the Princess Royal, the Prince of Wales, Princess Alice, and Prince Alfred, when all four respectively were of tender years, and again upon a different deck the sleeping apartment belonging to the Prince and Princess of Wales, in which they rested on their journey from Sweden the other day. The yacht is still, with the exception of the Victoria and Albert, the best yacht possessed by the royal family, and many persons who have sailed in both declare that as a good sea boat they would still prefer to be on board the Osborne.

### 4. PRIVATE LIFE OF GEN. ROBERT E. LEE.

Whatever else this war of sections may bring, it will afford the world an example of one great and good man. None can read the personal description which Colonel Freemantle of the Coldstream Guards gives of General Lee, without feeling respect for him; without an impression that he stands as high above his fellows in character as he does in military genius. According to the narrative of Col. Freemantle he is of extremely handsome and commanding presence, and of manners as simple as unaffected, putting all who go before him at perfect ease. A man who dresses in simple gray, with no sign of his rank, save the stars on his collar; yet who is in his person scrupulously clean; and who insists on the most careful grooming of his horse. A man who (holding the Episcopal faith) is religious, without being fanatic; whose simple and unaffected truth and piety always command respect even from men whose daily walk is marked by sneering and levity; a man who neither drinks nor chews nor smokes nor spits. In fine, a man who is almost worshipped by the army—*sans peur et sans reproche*. We are led to make these remarks from the appearance of three letters of Gen. Lee in the newspapers, which we subjoin, the first two are from the *London Times*, and they show the great regret with which he resigned his commission in the United States army and entered into the present struggle. The third is of an older date, illustrative of his character—

“ARLINGTON, Virginia, April 20, 1861.

“General, since my first interview with you on the 18th inst., I have felt that I ought not longer to retain my commission in the army. I, therefore, tender my resignation, which I request you will recommend for acceptance. It would have been presented at once, but for the struggle it has cost me to separate myself from a service to which I have devoted all the best years of my life and all the ability I possessed.

“During the whole of that time, more than a quarter of a century, I have experienced nothing but kindness from my superiors, and the most cordial friendship from my comrades. To no one, general, have I been as much indebted as to yourself for uniform kindness and consideration, and it has always been my ardent desire to merit your approbation. I shall carry to the grave the most grateful recollections of your kind consideration, and your name and fame will always be dear to me.

“Save in defence of my native state I never desire again to draw my sword. Be pleased to accept my most earnest wishes for the continuance of your happiness and prosperity, and believe me most truly yours,

“R. E. LEE.

“Lieut. General Winfield Scott, Commanding United States Army.”

A copy of the preceding letter was enclosed in the following letter to a sister of the general, Mrs. A. M. :

“ARLINGTON, Virginia, April 20, 1861.

“My dear Sister,—I am grieved at my inability to see you. \* \* \* I have been waiting ‘for a more convenient season,’ which has brought to many before me deep and lasting regret. Now we are in a state of war which will yield to nothing. The whole South is in a state of revolution, into which Virginia, after a long struggle has been drawn, and though I recognize no necessity for this state of things, and would have forborne and pleaded to the end for redress of grievances, real or supposed, yet in my own person I had to meet the question whether I should take part against my native state. With all my devotion to the Union, and the feeling of loyalty and duty of an American citizen, I have not been able to make up my mind to raise my hand against my relatives, my children, my home. I have therefore resigned my commission in the army, and, save in defence of my native state, with the sincere hope that my poor services may never be called on to draw my sword.

“I know you will blame me, but you must think as kindly of me as you can, and believe that I have endeavoured to do what I thought right. To show you the feeling and struggle it has cost me, I send a copy of my letter to General Scott, which accompanied my letter of resignation. I have no time for more. \* \* \* May God guard and protect you and yours, and shower upon you every blessing, is the prayer of your devoted brother.

“R. E. LEE.”

General Lee's advice to his son is worthy of attention of every young man. It is as follows:—

Arlington House, April 5, 1852.

“My dear Son:—I am just in the act of leaving home for New Mexico. My fine old regiment has been ordered to that distant region, and I must hasten on to see that they are properly cared for. I have but little to add in reply to your letters of March 26, 27 and 28. Your letters breathe a true spirit of frankness: they have given myself and your mother great pleasure. You must study to be frank with the world; frankness is the child of bravery and

courage. Say just what you mean to do on every occasion, and take it for granted you mean to do right. If a friend asks a favour you should grant it, if it be reasonable; if not, tell him plainly why you cannot; you will wrong him and wrong yourself by equivocation of any kind. Never do a wrong thing to make a friend or keep one; the man who requires you to do so is dearly purchased at a sacrifice. Deal kindly, but firmly, with all your classmates, you will find it the policy which wears best. Above all do not appear to others what you are not. If you have fault to find with any one, tell him, not others, of what you complain; there is no more dangerous experiment than that of undertaking to be one thing before a man's face and another behind his back. We should live, act and say nothing to the injury of any one. It is not only best as a matter of principle, but it is the path to peace and honor.

"In regard to duty, let me, in conclusion to this hasty letter, inform you that nearly a hundred years ago there was a day of remarkable gloom and darkness—still known as the dark day—a day when the light of the sun was slowly extinguished, as if by an eclipse. The legislature of Connecticut was in session, and as its members saw the unexpected and unaccountable darkness coming on, they shared in the general awe and terror. It was supposed by many that the last day—the day of judgment had come.—Some one, in the consternation of the hour, moved an adjournment. Then there arose an old Puritan legislator, Davenport, of Stamford, and said, that if the last day had come, he desired to be found at his place doing his duty, and, therefore, moved that candles be brought in so that the house could proceed with its duty. There was quietness in that man's mind, the quietness of heavenly wisdom and inflexible willingness to obey present duty. Duty, then, is the sublimest word in our language. Do your duty in all things like the old Puritan. You cannot do more, you should never wish to do less. Never let me or your mother wear one grey hair for any lack of duty on your part.

Your affectionate father,  
R. E. LEE.

To G. W. CURTIS LEE.

## X. Educational Intelligence.

### CANADA.

— HAMILTON PUBLIC SCHOOLS.—The usual Christmas examinations of the Public Schools of the city were held during the last few days, and last night the distribution of prizes took place in the Mechanics' Hall. Notwithstanding the inclemency of the weather, decidedly the roughest night of the season, the hall was filled to overflowing. There could not have been less than 2,000 persons present, including the children. The chair was occupied by James Cummings, Esq., Chairman of the Board of Trustees. The proceedings were opened by the chairman, who stated that the schools were at this time in a very prosperous condition, having an attendance of over 2,000 children, and employing 40 teachers. It was said that there should be more teachers, but that could not be until there was more school room provided. This might probably be done during the ensuing year. Until last year the system of giving prizes had not been adopted. At that time his Worship the Mayor had given \$25 towards prizes, which Mr. McCallum had managed to get made up to \$100. This amount enabled them to give \$200 worth of books as prizes. This year they were again indebted to Mr. McElroy for a like amount, the balance being made up by the Board. The prizes were then distributed in each class by the gentleman who had examined them. Addresses were delivered by the Rev. Mr. Inglis, Rev. Mr. Withrow, Rev. Mr. Haensel, and Mr. Robertson, of Toronto—every gentleman expressing the greatest confidence in the management of the school, and the fitness of the teachers and trustees for the positions they filled. Votes of thanks were passed to the teachers, trustees, and Mr. McElroy; and the children, having sung the National Anthem, the meeting separated.—*Spectator*, 24th Dec.

— CANADIAN LITERARY INSTITUTE, WOODSTOCK.—On the 20th ult., the public meeting of the Adelpian Society and Ladies' Literary Association was held in the lecture-room of the above named institution. Much taste was exhibited by the students in the decorations by which the hall was adorned. Appropriate mottoes and emblems graced the walls, besides which, all the windows in the front of the building were brilliantly illuminated. The next term commences on Tuesday, 10th January next.—*Com. to Times*.

— The Upper Canada College boys and ex-pupils have decided to or-

ganize themselves into a volunteer rifle company in connection with the Queen's Own Battalion.

— NIGHT SCHOOLS.—The Roman Catholic population of this city may take credit to themselves for their well appointed educational establishments, and more especially for being the first this fall to set up night-schools for young men. In other cities night-schools are carried on under the auspices of Mechanics' Institutes, and the scheme is made extremely efficient by the addition of classes for young women. Indeed a Mechanics' Institute that does not embrace some means for educating young men other than the circulation of books and the keeping up a reading room is a mere sham. The lending library will be found patronized only by the novel reader or literary dabbler, while books of instruction in the practical arts and sciences are untouched, because the young people who resort to these places for mental food have not the elementary education necessary to enable them to read scientific books with profit to themselves. A library is merely a help to a system of instructions. An advertisement appeared in our columns lately, on behalf of those students who wish to devote a part of their time to teaching. Now, the abilities of some of these young men might be turned to account in teaching night schools. It is to be hoped the hint will not be lost, and that our Protestant population will see the necessity for these schools as well as Roman Catholics.—*Kingston News*.

— MCGILL UNIVERSITY.—The annual Founder's Festival of this College was given on 28th Nov., in the Molson Hall, by the undergraduates. The place was crowded with a brilliant company, and the building was illuminated; also the avenue leading thereto was lighted with ornamental paper lanterns, hung upon the trees, the whole presenting a most beautiful effect. Professor Dawson opened the proceedings in a few appropriate remarks, in the absence of the Chancellor, who was unavoidably detained away by business. The festival was given, not by the authorities, properly so called, of the University, but by its undergraduates, and in honor of its founder, Peter McGill, who, nearly a century ago, arrived a poor, unfriended Scotchman, at Quebec. The occasion was worthy alike of the hosts and of their guests; to the latter of whom he, in the name of the undergraduates, accorded a most cordial welcome.—R. Chamberlin, Esq., came forward, he said, that night, as the representative of the University Society, who, along with the undergraduates, and the company then present, had met to do honor to their foster-mother, the McGill University. On the members of the University Society looking backward, it seemed only the other day when they were youths, when they had all the vigor and ambition of manhood, without its cares and responsibilities. They were now scattered over the land, and some had gone to that land from whence there is no return. But it did those, who were spared, good to come back to that place, and to tread once more the old halls where so much of the intelligence of the country was being fostered and trained. He hoped that his younger foster-brethren would allow him to give them some hints and advice. It would be well for them, at times, to turn for a moment from their books, and reflect upon the career which they would for the future choose to pursue. They owed it to themselves and to their friends to strike out some new path of life. Let them remember that they had a country to serve, and one that now stood in the very crisis of her fate. The Universities of England had always sent out men able and willing to guide and advance their country's fortunes, and this of McGill should not fail to do so. Let its graduates dream dreams of the future time. We had, indeed, need of men of liberal culture, who were able to root out prejudice, and to grasp and guide the interests of this northern half of the northern continent. We were now trying to build up an empire destined to last as long as this continent, and it would entail disgrace upon the University if it did not attempt to send out its Pitts and its Gladstones, to do for this what those men had done for the mother country. But, whilst assembling to do honor to the departed founder, let them not fail to gratefully remember their living benefactor, William Molson, then present; and as he, the speaker, had been permitted for a moment to assume the office of a Mentor, he would wind up like an old man, like Polonius: he would counsel them to remember and be true to their University. Let them, in the words of Polonius, be true to their own selves, they could not then be false to any man.—E. S. Lyman, B.A., then spoke as the representative of the faculty of law. He said, after the silent labors of the year, the University again opened her drawing-room to her friends, asking them to celebrate, along with the students, the munificence of the founder. A spirit of union was essential, for, if their hearts were not united, the whole would be cold and ineffectual. Along with the wisdom of McGill, they had to build up a University for Canada

to build it up in this city, where they could meet on common ground, and which was the emporium of her commerce; they should assist to build up this University, which was founded on a basis of unselfishness, and wherein all that it could do was done for each and for all. We could not, by consulting the past, tell what this College could do for us. The history of the schools of Greece and Rome, that of the great colleges of the middle ages, could not inform us what McGill College could yet do for Canada, for we lived in a new world, and could claim that, in this new world, colleges were not reared to train up bigots. This was not so in the ancient world, where knowledge had been guarded and surrounded with mysteries; knowledge no longer sought to enfold itself within doors of darkness, but came forth and stood in the open light. There was a great and vital difference in the structure of our civilization from all that had preceded it. It was built upon the head, the heart, and the hand. The earliest, that of Nimrod, was of the strong hand merely; that of Cicero combined the head and the hand; but ours was the tripartite union of the whole man, head, heart, and hand. We had all the experience of the past to build upon, and we had an Albert the Good, as the product of our age, and an exemplar for our practice; and, on this cultivation of the head, heart, and the hand, was the McGill University built. A hundred things had transpired in the streets of Montreal that day, these were of the hand, and might seem to have been the life of the day; but there were other things, such as they were now met to forward, things of the head and the heart, and which formed the true life of the period. The work of learning must go on amongst us, it ranked among life's chief blessings; it was a benefit that grew yet greater by diffusion, and, herein, in our own good we saw that of others, and in that of others, our own. We stood where, to some extent, others had stood in the past, where others would stand in the future, and we now celebrate a festival which, to us, ought to be the proudest of the year.—John R. Mackie, B.A., addressed the audience on behalf of the Undergraduates in Medicine. He commenced by saying, that the good which men performed remained long after their death; hence the name of McGill was embalmed in the memory of all, and this foundation of his was as a spring, diffusing health and life wherever it flowed. From this University went forth young men, destined to take their part in the learned professions, in the commerce, and in the legislation of the country. The knowledge here imparted was powerful as the irresistible forces of nature, which rent the rock, and hurled the burning masses from the crater of the volcano; powerful as the wand of Prospero. Education called forth latent strength, and stimulated the mind to yet further exertions, opening before it the future and the past; going back 2,000 years into the ancient science, and still more remotely, beyond all preceding search, into the history of our planet, until, at last, the soul stood absorbed before the great mystery of life itself. As upon the rough canvas, by the touch of the painter, scenes of surpassing beauty arose, so, under the influence of education, did the human mind become transformed. Educational institutions gave force, form, and polish to the character; and to be nationally great, in the present day, required not alone military, but moral and intellectual power. The number and nature of her educational institutions were, then, of vast moment to Canada, in these her days of young development, when she was taking the form which she might retain for ages. Happily they were of that accessible nature, and offered that generous culture, that here all who wished might taste of the Pierian spring; in this land of freedom, every man of moderate abilities and perseverance might rise to respectability. Canada could scarcely expect to become great in a military point of view; but the foundations of her power must be such as would command respect for her moral and intellectual force.—Prof. Torrance said he was sorry to announce that the Hon. Mr. McGee, who was to have spoken on this occasion, had not been able to attend, on account of sickness. That gentleman had been described by our Minister of Finance—himself no mean example of an eloquent speaker—as the first of Canadian orators. Mr. Torrance would take that opportunity of expressing the pleasure the company had experienced in enjoying the hospitality of the University Society.—Mr. Morrison spoke for the Faculty of Arts, in a brief, rapid, but eloquent speech, which, we regret, want of time and space forbids us to give—concluding by bidding the company a hearty welcome, in the name of the youngest, but not the least, of the faculties in the College. The proceedings soon afterwards terminated.—*Witness.*

—**ST. FRANCIS DISTRICT TEACHERS' ASSOCIATION.**—This meeting was held at Stanstead, on December 29th and 30th, Rev. J. H. Nicolls D. D., President of the Association in the chair. The following list of officers

for the ensuing year, reported by the nominating committee was appointed: President—Reverend J. H. Nicolls, D. D., Lennoxville. Vice-Presidents—J. H. Graham, A.M., Richmond, and W. H. Lee, A.M., Stanstead. Secretary-Treasurer—H. Hubbard, A.M., Sherbrooke. Executive Committee,—the President, Vice-Presidents, and Secretary *ex officio*, the Revs. A. Duff, C. P. Reid, Sherbrooke, and W. E. Jones, A.M., Richmond. An essay, written by Prof. Miles, on some points connected with the duty and prospects of the Teachers of our District in view of the proposed Confederation of the British Provinces, was read by Rev. Mr. Allen. The report of the judges appointed to decide upon the Galt Prize Essays was announced, awarding the 1st prize, \$25, to Miss Margaret Robertson, of the Sherbrooke Academy; the 2nd prize, \$10, to Miss Eliza P. Perkins, of Hatley. A letter from the Hon. J. S. Sanborn was read by the President, placing \$25 at the disposal of the Association as a prize for the best Essay, to be offered the ensuing year, to which was added the offer of \$10, by Dr. Nicolls, as a second prize. The President having kindly consented to read Miss Robertson's Essay, it was listened to with much interest, and the President and Judges were requested to take the necessary steps to secure its publication. Principal Graham, on behalf of the business committee, announced as exercises for the evening session, the presentation of the prizes to the successful competitors by Hon. A. T. Galt, and addresses by that gentleman and Hon. P. J. O. Chauveau, Superintendent of Education. The President in calling the meeting to order, expressed much pleasure in introducing to the audience the Hon. A. T. Galt, and the Hon. P. J. O. Chauveau. Hon. Mr. Galt expressed much gratification in the opportunity thus afforded him of meeting the friends of education in Stanstead, and of presenting in person the well merited prizes to the ladies, to whom they had been, he doubted not, justly awarded. In Miss Robertson's absence, Inspector Hubbard responded briefly in her behalf, and also of Miss Perkins who received her prize in person. Mr. Galt then addressed the meeting at some length, testifying his deep interest in the cause of Education, and his anxiety, as a member of the government, to do everything possible to ensure its safety and success, and repeating the assurances given in his addresses at Sherbrooke. Hon. Mr. Chauveau next addressed the Convention. He spoke briefly of what had been done by the establishment of Normal Schools, to furnish an improved class of teachers, and in the formation of Teachers' Associations for the benefit of the many excellent teachers already employed. He referred to the *Journal of Education*, stating that if any teachers complained that it is not as good as it might be, it was in their power to make it better. He alluded to the complaint made by some of a different religious persuasion, expressing his desire that full justice should be done to all. He spoke in complementary terms of the lead which Stanstead had taken in the work of education. The President made a few remarks urging the importance of teaching both the English and French languages in our schools, which were warmly seconded by the Hon. Superintendent. The exercises of the evening were interspersed with appropriate music by the Band. Essays on the office and work of Teachers were read by Dr. Nicolls, W. H. Lee, A.M., and Mr. C. C. Colby, after which Principal Graham made some personal explanations relative to his connection with another Association, and asked permission, on behalf of the Protestant Association of Montreal, to present to the Hon. gentlemen present a paper issued by their committee. The paper was accepted by the Hon. Messrs. Galt and Chauveau, who in doing so, stated that the suggestions of the Committee would receive their careful attention. They also expressed their wish to hear the views of teachers and others present, relative to amendments in the School laws. Dr. O spoke particularly of his desire that measures should be taken to secure separate and distinct funds, in future, for the support of Superior and Common Schools. Mr. Inspector Hubbard suggested some changes in the details of the law, particularly in regard to the division of the Common School funds among the several districts in each municipality, and also in regard to dissentient schools. Mr. C. C. Colby disapproved of the extensive powers given to School Commissioners, and was in favour of leaving the management of the Schools more with the districts, by allowing them to choose managers to employ teachers, &c. He also spoke of the indifference of the people in the election of Commissioners, and was in favour of vesting their powers in the Municipal Councils. Mr. Thos. Jenkins made some matter of fact as well as rather humorous statements relative to the course pursued by the Stanstead Commissioners, in collecting taxes and paying teachers in "greenbacks," and in employing cheap teachers. The President also made some important suggestions. He also expressed the thanks of the association to our Hon. visitors for their kind attendance. On motion of Principal Graham it was resolved that the Annual Meeting

of the Provincial Association be held at Sherbrooke. After a long and interesting session the Association adjourned *sine die*.—*Montreal Gazette*.

—QUEEN'S UNIVERSITY, IRELAND.—Letters patent have passed the great seal of Ireland, granting a new charter to the Queen's University in Ireland, and appointing the Right Hon. George Wm. Frederick Earl of Clarendon, K.G. and G.C.B., to be the first Chancellor of the University.

## XI. Departmental Notices.

### Calendar for the Year 1865.

1865.	SUNDAY.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.	1865.	SUNDAY.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
JANUARY ....	1	2	3	4	5	6	7	JULY .....	1	2	3	4	5	6	7
(31 days.)	8	9	10	11	12	13	14	(31 days.)	8	9	10	11	12	13	14
	15	16	17	18	19	20	21		15	16	17	18	19	20	21
	22	23	24	25	26	27	28		22	23	24	25	26	27	28
	29	30	31						29	30	31				
FEBRUARY ....				1	2	3	4	AUGUST .....				1	2	3	4
(28 days.)	5	6	7	8	9	10	11	(31 days.)	5	6	7	8	9	10	11
	12	13	14	15	16	17	18		12	13	14	15	16	17	18
	19	20	21	22	23	24	25		19	20	21	22	23	24	25
	26	27	28						26	27	28				
MARCH .....				1	2	3	4	SEPTEMBER...				1	2	3	4
(31 days.)	5	6	7	8	9	10	11	(30 days.)	5	6	7	8	9	10	11
	12	13	14	15	16	17	18		12	13	14	15	16	17	18
	19	20	21	22	23	24	25		19	20	21	22	23	24	25
	26	27	28	29	30	31			26	27	28	29	30	31	
APRIL .....							1	OCTOBER .....							1
(30 days.)	2	3	4	5	6	7	8	(31 days.)	2	3	4	5	6	7	8
	9	10	11	12	13	14	15		9	10	11	12	13	14	15
	16	17	18	19	20	21	22		16	17	18	19	20	21	22
	23	24	25	26	27	28	29		23	24	25	26	27	28	29
	30								30	31					
MAY .....		1	2	3	4	5	6	NOVEMBER ...			1	2	3	4	
(31 days.)	7	8	9	10	11	12	13	(30 days.)	7	8	9	10	11	12	13
	14	15	16	17	18	19	20		14	15	16	17	18	19	20
	21	22	23	24	25	26	27		21	22	23	24	25	26	27
	28	29	30	31					28	29	30				
JUNE .....				1	2	3		DECEMBER ...							1
(30 days.)	4	5	6	7	8	9	10	(31 days.)	4	5	6	7	8	9	10
	11	12	13	14	15	16	17		11	12	13	14	15	16	17
	18	19	20	21	22	23	24		18	19	20	21	22	23	24
	25	26	27	28	29	30			25	26	27	28	29	30	
									31						

### NUMBER OF TEACHING DAYS IN 1865.

#### County Grammar Schools.

January .....	17	July .....	14
February .....	20	August .....	21
March .....	23	September .....	22
April .....	15	October .....	21
May .....	22	November .....	16
June .....	20	December .....	16
Total .....	117	Total .....	94

#### Common and Separate Schools.

January .....	22	July .....	21
February .....	20	August .....	13
March .....	23	September .....	21
April .....	19	October .....	22
May .....	23	November .....	22
June .....	22	December .....	16
Total .....	129	Total .....	115

N.B.—In Cities, Towns, and Villages, Common and Separate Schools have only one teaching day in August; and where the Common and Grammar Schools are united, the Grammar School terms and regulations apply to both.

### MOVABLE FESTIVALS.

Septuagesima Sunday...Feb. 12	Easter Sunday.....April 16
Quinquagesima Sunday...Feb. 26	Rogation Sunday.....May 21
Ash Wednesday.....March 1	Ascension Day.....May 25
First Sunday in Lent...March 5	Whit Sunday.....June 4
Palm Sunday.....April 9	Trinity Sunday.....June 11
Good Friday.....April 14	Advent Sunday.....December 3

### POSTAGE REGULATION IN REGARD TO GRAMMAR AND COMMON SCHOOL RETURNS.

All official returns which are required by law to be forwarded to the Chief Superintendent, or a Local Superintendent, and which are made upon the printed blank forms furnished by the Educational Department, *must be pre-paid*, at the rate of one cent, and be open to inspection, so as to entitle them to pass through the post as printed papers. No letters should be enclosed with such returns. A neglect to observe this regulation has repeatedly subjected this Department to an unnecessary charge of 14 cts. and 21 cts. on each package, including the Post-office fine of nearly *fifty per cent.* for non-payment.

### SCHOOL REGISTERS SUPPLIED THROUGH LOCAL SUPERINTENDENTS.

School Registers are supplied gratuitously, from the Department, to Common and Separate School Trustees in Cities, Towns, Villages and Townships by the County Clerk—through the local Superintendents. Application should therefore be made direct to the local Superintendents for them, and not to the Department. Those for Grammar Schools have also been sent to the County Clerk, and will be supplied direct to the head Masters, upon application to the Clerk.

### LARGE MAP OF BRITISH NORTH AMERICA.

New Map of British North America, including Nova Scotia, New Brunswick, Prince Edward Island, Newfoundland, Vancouver Island, British Columbia, Red River, Swan River, Saskatchewan; a Map of Steamship Routes between Europe and America, &c. &c. 7ft. 9in. by 3ft. 9in. Constructed and just published under the supervision of the Educational Department for Upper Canada. Price \$6.

### PUBLIC LIBRARY BOOKS, MAPS, APPARATUS, AND SCHOOL PRIZE BOOKS. ASSORTED PRIZE BOOKS IN PACKAGES,

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For any three of the four Reviews	-	-	-	7 00
For all four of the Reviews	-	-	-	8 00
For Blackwood's Magazine	-	-	-	8 00
For Blackwood and one Review	-	-	-	5 00
For Blackwood and two Reviews	-	-	-	7 00
For Blackwood and three Reviews	-	-	-	9 00
For Blackwood and four Reviews	-	-	-	10 00

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All communications to be addressed to J. GEORGE HODGINS, LL.B., Education Office, Toronto.



Mar. 13

# JOURNAL OF EDUCATION,

Upper Canada.



VOL. XVIII.

TORONTO: FEBRUARY, 1865.

No. 2.

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## RELIGIOUS INSTRUCTION OF CANADIAN CHILDREN.

THE following statistics (collected with much labour and care) of the religious instruction of children in the city of Toronto in connexion with the various religious persuasions, is a conclusive proof and striking illustration of the connexion between the religious and common school instruction of children—that the one is co-extensive with the other—that the several denominations are as assiduous in the religious instruction of their respective youth as are their members in the capacity of citizens to the secular instruction of their youth generally. What is done in Toronto can, and we believe is, done in all the Municipalities of Upper Canada. Indeed, more exotic poverty, ignorance and vice collect in Toronto than in any other municipality of Upper Canada; and the example and case of Toronto are perhaps as little favourable for purposes of comparison as any that could be selected. Nothing, therefore, can be more unfounded than the objection and statement that because the common schools are not denominational, the religious instruction of children is neglected—that because a part of the thirty hours of the five days each week that children are under the teaching of the common school master is not devoted to special religious instruction, therefore no religious instruction is given to children during the 138 hours each week that children are under the care of their parents and pastors—the appropriate and divinely appointed guardians and teachers of the religion and morals of children, and who, as reason and all experience proves, are so much better qualified and have so much greater facilities and stronger motives and inducements to do it, than a hired teacher who has the special care and instruction of children in the sub-

jects of his profession during six hours a day for five days of the week.

But it would be great injustice to parents, pastors, and churches, to suppose that no religious instruction is given to children except in the Sunday Schools, as it would be great injustice to the common schools that no instruction in Christian principles, duties and morals, is given to pupils because denominational instruction is not taught. The system itself is based on Christianity, and, among a Christian people, a Christian influence pervades its books, its management, its teachings. But it would be a great error and a great moral calamity to the country, if the State were to undertake to do what God himself has enjoined upon the parent and the pastor and the church, or to undertake more than leave to the latter the full sense of their responsibility, and afford them all requisite facilities to fulfil it. Of the working and result of this system, the city of Toronto affords a fair illustration as exhibited in the following statistics in connexion with the additional facts stated in the Report of the Chief of Police for the year 1864, that in the city of Toronto during the year there have been 558 less commitments for offences by the police than during the preceding year, and only one burglary and one robbery—in both of which cases, the property was recovered and the criminals punished.

Even when it is thought desirable to afford special religious instruction to children in the Common Schools by the clergy, the official regulations on the subject, and the practice of the school authorities in the cities of Toronto and Hamilton in this respect, abundantly prove that every facility is afforded for imparting this special instruction.

The following are the official regulations on the subject:—

WEEKLY RELIGIOUS INSTRUCTION BY THE CLERGY OF EACH PERSUASION.  
—Minute adopted by the Council of Public Instruction, 22nd April, 1857.  
—That in order to correct misapprehensions and define more clearly the rights and duties of trustees and other parties in regard to religious instruction in connection with the common schools, it is decided by the Council of Public Instruction that the clergy of any persuasion, or their authorized representatives, shall have the right to give religious instruction to the pupils of their own church, in each common school house, at least once a week, after the hour of four o'clock in the afternoon;\* and if the clergy of more than one persuasion apply to give religious instruction in the same school house, the trustees shall decide on what day of the week the school house shall be at the disposal of the clergyman of each persuasion, at the time above stated. But it shall be lawful for the trustees and clergyman of any denomination to agree upon any hour of

\* In Toronto and Hamilton this religious instruction is given, by permission of the school trustees, before four o'clock in the afternoon.

the day at which such clergyman or his authorized representative may give religious instruction to the pupils of his own church, provided it be not during the regular hours of the school.

**OPENING AND CLOSING EXERCISES OF EACH DAY.**—*Minute adopted by the Council of Public Instruction, 13th February, 1855.*—The following regulations in regard to the opening and closing exercises of the day, apply to all Common Schools in Upper Canada:—

With a view to secure the Divine blessing, and to impress upon the pupils the importance of religious duties, and their entire dependence on their Maker, the Council of Public Instruction recommends that the daily exercises of each common school be opened and closed by reading a portion of Scripture and by Prayer. The Lord's Prayer alone, or the Forms of Prayer hereunto annexed, may be used, or any other prayer preferred by the trustees and master of each school. But the Lord's Prayer should

form part of the opening exercises, and the Ten Commandments be taught to all the pupils, and be repeated at least once a week. But no pupil should be compelled to be present at these exercises against the wish of his parent or guardian, expressed in writing to the master of the school.

The provisions of the school law in regard to these daily religious exercises in our public schools are as follows:—

**129. PUPILS NOT TO BE REQUIRED TO OBSERVE RELIGIOUS EXERCISES OBJECTED TO BY THEIR PARENTS.**—No person shall require any pupil in any such school to read or study in or from any religious book, or to join in any exercise or devotion or religion objected to by his or her parents or guardians; but within this limitation, pupils shall be allowed to receive such religious instruction as their parents and guardians desire, according to any general regulations provided for the government of common schools.

## 2. STATISTICS OF SUNDAY SCHOOLS IN TORONTO AND YORKVILLE, 1864-5.

(A Statistical Paper read before the Union Sunday School Teachers' Meeting, in the Music Hall, Toronto, 10th January, 1865, by J. GEORGE HOBBS, of St. James' Cathedral Sunday School.

The total number of Protestant children between the ages of five and sixteen years in the City of Toronto in 1863, (according to the school census taken in that year by the Board of School Trustees), was 7,053. Allowing the increase of school population in the City to be at the rate of seven per cent, this would give a school population now of about 7,500. The following returns show that of these 7,500, 6,645 are enrolled in the various Protestant Sunday Schools of the city—leaving nearly 1,000 unaccounted for, as compared with the 1,165 Protestant children (now doubtless upwards of 1,200) reported by the Board of Trustees in 1863 "who neither attended school nor were taught at home during the period of the six months ending June 30th, 1863,"—"the cause of non-attendance," say the Trustees, "being, in almost all cases, 'employment,' 'want of clothes,' 'considered too young,' or 'too far from school.'"

The following returns, therefore, in connection with the Common Schools of the City of Toronto, will be found to be interesting.

NAME OF SCHOOL.	Number of Schools	Total Number of Pupils on the Roll	Boys on the Roll	Girls on the Roll	Total Average Attendance.	Average Attendance of Boys.	Average Attendance of Girls.	Total Number of Teachers.	Male Teachers.	Female Teachers.	Total Number of Classes.	Classes for Boys.	Classes for Girls.	Mixed Classes.	Number of Books in Library.	Number of Library Books taken out during the year.
<b>UNITED CHURCH OF ENGLAND AND IRELAND.</b>																
St. James' Cathedral .....	2	453	188	264	300	130	170	39	16	23	38	17	24	..	600	8,000
St. James' Cemetery Chapel .....	1	50	23	27	36	17	19	6	3	3	6	3	3	..	75	750
Trinity Church .....	1	267	127	140	200	81	119	27	13	14	27	13	14	..	*150	*1,500
St. George's .....	1	189	101	88	143	75	68	23	8	14	23	13	10	..	283	658
Holy Trinity .....	1	459	200	259	260	105	155	45	21	24	46	22	24	..	600	7,000
St. Stephen's .....	1	150	*80	*70	109	*59	*50	15	5	10	*15	*5	*10	..	*150	*1,500
St. John's .....	1	148	79	69	120	*65	*55	*14	*6	*8	*14	*6	*8	..	*150	*1,500
Total, Church of England .....	8	1,715	798	917	1,168	532	636	168	72	96	168	78	90	..	2,008	20,908

<b>PRESBYTERIAN CHURCHES</b>																
St. Andrew's (Church of Scotland) .....	1	400*	*180	*220	*300	*130	*170	*35	*16	*19	*35	*16	*19	..	1,000*	*9,000
Bay Street (Canada Presbyterian Church) .....	1	369	170	199	256	114	142	40	15	25	40	18	21	1	655	7,000
Knox's do do do .....	1	308	125	183	205	94	111	28	13	15	26	12	14	..	1,194	*9,000
Cook's do do do .....	1	164	88	76	142	76	66	20	12	8	20	8	12	..	650	5,200
Gould Street do do do .....	1	130	*70	*60	104	*60	*44	13	7	6	13	5	7	..	320	*2,000
West Church do do do .....	1	130	*70	*60	104	*60	*44	13	7	6	13	5	7	..	320	*2,000
Total, Presbyterian Churches .....	6	1,371	633	739	1,007	474	533	136	63	73	133	59	73	1	3,819	33,200

<b>WESLEYAN METHODIST CHURCH</b>																
Adelaide Street .....	1	220	97	123	144	66	78	19	7	12	20	7	13	..	1,000	*9,500
Berkley Street .....	1	375	169	206	295	120	175	37	20	17	29	12	17	..	1,020	10,000
Richmond Street .....	1	466	200	266	337	142	195	44	23	21	39	17	22	..	1,150	*11,000
Do do (Coloured) .....	1	10	5	5	10	5	5	2	..	2	1	1	1	..	60	*800
Queen Street .....	1	259	125	134	200	95	105	28	16	12	23	10	13	..	1,000	*9,500
Queen Street West .....	1	60	28	32	45	*20	*25	8	4	4	8	4	4	..	200	*1,000
Elm Street .....	1	265	150	115	195	110	85	31	17	14	24	11	13	..	900	*8,500
Seaton Street .....	1	*80	*35	*45	*60	*28	*23	*4	*4	*4	*8	*4	*4	..	*200	*1,000
Total, Wesleyan Methodist Church .....	8	1,735	809	926	1,286	536	700	177	91	86	153	66	87	..	5,530	50,800

<b>PRIMITIVE METHODIST CHURCH.</b>																
Alice Street .....	1	309	162	147	196	102	94	38	23	15	33	18	15	..	713	5,730
Queen Street West .....	1	53	30	23	30	15	15	10	6	4	7	3	4	..	87	*700
Parliament Street .....	1	84	52	32	48	31	17	13	10	3	10	6	3	1	80	*800
Total, Primitive Methodist Church .....	3	446	244	202	274	148	126	61	39	22	50	27	22	1	880	6,230

\* Estimated—no information having been received in reply to the circular.

## STATISTICS OF SUNDAY SCHOOLS, &amp;c.—(Continued).

NAME OF SCHOOL.	No. of Schools.	Total Number of Pupils on the Roll.	Boys on the Roll.	Girls on the Roll.	Total Average Attendance.	Average Attendance of Boys.	Average Attendance of Girls.	Total Number of Teachers.	Male Teachers.	Female Teachers.	Total Number of Classes.	Classes for Boys.	Classes for Girls.	Mixed Classes.	Number of Vols. in Library.	Number of Library Books taken out during the year.
CONGREGATIONAL CHURCHES.																
Zion Church .....	1	286	153	233	327	132	205	47	21	26	44	20	24	..	1,000	6,000
Church Street .....	1	4	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Sayer Street .....	1	212	98	114	154	60	94	20	7	13	16	6	10	..	400	2,100
Bond Street .....	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total, Congregational Churches.....	4	598	251	347	491	192	299	67	28	39	60	26	34	..	1,400	8,100

## BAPTIST CHURCH.

Bond Street .....	1	366	197	259	271	100	171	40	21	19	32	14	17	1	1,000	2,500
Victoria and Queen Street.....	1	50	20	30	30	9	11	3	4	4	8	3	3	..	230	2150
Torvalley Street (Coloured).....	1	109	57	52	47	22	24	14	9	5	16	5	4	1	150	780
Total, Baptist Church.....	3	525	274	341	338	132	206	57	34	28	56	22	24	2	1,380	10,230

## VARIOUS SCHOOLS, AND THOSE NOT REPORTED.

Evangelical Union.....	1	35	20	15	30	18	12	7	4	3	7	4	3	..	55	200
Missionary Church .....	1	80	44	36	44	24	20	12	7	5	10	5	5	..	400	..
Not reported .....	3	140	62	80	110	50	60	14	6	8	14	6	8	..	100	700
Total, Various Schools .....	5	255	136	131	184	92	92	33	17	16	31	15	16	..	755	1,000

## STATISTICAL SUMMARY OF THE PROTESTANT SUNDAY SCHOOLS IN TORONTO

Church of England.....	8	1,715	798	917	1,168	432	636	168	72	96	162	78	90	..	2,000	20,200
Presbyterian Churches .....	4	1,371	633	738	1,007	474	533	136	43	73	122	39	72	1	2,319	23,200
Wesleyan Methodist Church .....	3	1,735	809	926	1,286	586	700	177	91	86	153	66	87	..	5,336	50,800
Primitive Methodist Church.....	3	446	244	292	274	148	136	61	39	22	50	27	32	1	680	6,250
Congregational Churches .....	4	598	251	347	491	192	299	67	28	39	60	26	24	..	1,450	2,500
Baptist Church .....	3	525	184	341	338	132	206	57	34	28	56	22	26	2	1,385	10,430
Various, and those not reported.....	5	255	136	131	184	92	92	33	17	16	31	15	16	..	755	1,000
Total, City of Toronto .....	37	6,645	3,045	3,602	4,748	2,186	2,492	704	244	260	445	223	245	4	15,897	152,118

## SUNDAY SCHOOLS IN YORKVILLE, 1864-5.

St. Paul's, Church of England .....	2	1150	70	80	1190	55	65	10	4	6	10	4	6	..	200	2,000
Canada Presbyterian Church.....	1	85	50	35	53	30	23	12	4	8	11	4	7	..	300	2,000
Wesleyan Methodist .....	1	171	76	95	120	57	63	23	13	10	19	8	10	1	450	4,500
Total in Yorkville .....	4	406	196	210	293	142	151	45	21	24	40	16	23	1	950	8,500

The same Report of the Board of School Trustees gives the number of Roman Catholic children in the City of Toronto, as per the census of 1863, as 2,455. Allowing the increase in the school population since then to be at the rate of seven per cent., this would make the Roman Catholic school population now about 2,600. Of this number, 2,142 are enrolled as attending Roman Catholic Sunday Schools, (as per the following table),—leaving 458 not attending Sunday School as compared with the 467 Roman Catholic children (now likely 500) reported, for various causes, as not attending School, or being taught at home, as stated in the Report of the Board of Trustees.

## ROMAN CATHOLIC SUNDAY SCHOOLS IN TORONTO, 1865.

St. Michael's Cathedral .....	2	525	220	305	490	215	275	54	26	28	49	22	26	..	90	200
St. Paul's Church .....	2	690	232	356	609	319	350	8	3	5	8	3	5	..	60	150
St. Mary's .....	1	363	175	187	247	170	177	7	3	4	7	3	4	..	50	100
St. Patrick's .....	1	300	188	162	270	118	152	4	2	2	4	2	2	..	50	100
St. Basil's .....	1	205	110	95	175	95	80	5	3	3	5	3	3	..	50	100
Deer Park .....	1	60	24	26	50	20	30	3	1	2	3	1	2	..	10	20
Total, Church of Rome.....	8	2,142	999	1,143	2,001	927	1,064	81	38	43	76	35	41	..	290	680

## STATISTICS OF SUNDAY SCHOOLS, &amp;c.—(Continued.)

NAME OF SCHOOL	Number of Schools	Total Number of Pupils on the Roll	Boys on the Roll	Girls on the Roll	Total Average Attendance	Average Attendance of Boys	Average Attendance of Girls	Total Number of Teachers	Male Teachers	Female Teachers	Total Number of Classes	Classes for Boys	Classes for Girls	Mixed Classes	Number of Vols in Library	Number of Library Books taken out during the year
City of Toronto Sunday Schools .....	37	6,645	3,045	3,602	4,748	2,156	2,492	704	344	360	645	294	348	4	15,897	132,111
Yorkville Sunday Schools .....	4	406	196	210	293	142	151	45	21	24	40	16	23	1	985	9,500
H. O. Sunday Schools .....	8	2,142	999	1,143	2,001	987	1,064	81	38	43	76	35	41	..	290	680
<b>Total, Toronto and Yorkville.....</b>	<b>49</b>	<b>9,193</b>	<b>4,240</b>	<b>4,953</b>	<b>7,042</b>	<b>3,285</b>	<b>3,707</b>	<b>830</b>	<b>403</b>	<b>427</b>	<b>751</b>	<b>345</b>	<b>412</b>	<b>5</b>	<b>17,172</b>	<b>142,296</b>

## GENERAL SUMMARY OF THE WHOLE.

REMARKS.—Total number of children of school age (between 5 and 16) in Toronto and Yorkville, as per foregoing estimate .....	10,000
Protestants (Toronto and Yorkville).....	8,000
Roman Catholics (Toronto).....	2,000
<b>Total.....</b>	<b>10,000</b>
Reported as attending Sunday School:—	
Toronto .....	8,787
Yorkville .....	406
<b>Total.....</b>	<b>9,193</b>

As compared with about 1,700 not attending day schools, or being taught at home, as per Board of School Trustees' Report.

\* Estimated—no returns having been received in reply to the circular.

## 3. HAMILTON SUNDAY SCHOOLS.

We have been at the pains to collate for the information of our readers some facts in reference to the condition of the Sabbath Schools connected with the various Christian denominations of this city.\* We are sure that our readers will scan these figures with great interest. No subject presents more solid interest than that connected with the religious instruction of the young. Whatever differences of opinion may exist on the question of secular education, whether it should be entirely non-sectarian, or whether it should be connected with religion, but one opinion prevails on the importance of providing for the youth of our community sound religious instruction in some way or other. By common consent the Sabbath School has been accepted as the most efficient means of effecting this object, and the general interest which is taken in the subject as indicated by the tables which we give below, is at once creditable to the Christian character of the city and full of promise for its future prosperity in the higher attainments which make for the present and future happiness of all communities. Many a man and woman in future years will date their first religious impressions from the lessons of the Sabbath School, impressions which that School alone has apparently any prospect of making upon them. We wish the teachers and officers of these schools God-speed in their labour of Christian love. May they reap a rich reward for their labour!

## CHURCH OF ENGLAND.

## CHRIST'S CHURCH SUNDAY SCHOOL.

	Male School.	F. School.	Total.
	TEA. SCH. T. S. T. S.		
Nov. 22, 1863.			
On Roll .....	13 183	11 167	24 350
Entered since .....	6 62	6 70	12 132
<b>Total.....</b>	<b>19 245</b>	<b>17 237</b>	<b>36 482</b>
Left the School.....	9 60	2 67	11 117
On Roll, Nov. 27, 1864.....	10 185	15 170	25 355
Average attendance .....	8 94	7 80	15 171
Subscriptions Received.....			\$108 25
Proceeds of Mission Box .....			23 89
<b>Total.....</b>			<b>\$127 14</b>

## CHURCH OF ASCENSION SUNDAY SCHOOL.

Total No. of Scholars .....	175
Average attendance .....	130
Officers and Teachers .....	21

## ST. THOMAS' CHURCH SUNDAY SCHOOL.

Total No. of Scholars .....	122
Average attendance .....	85
Officers and Teachers .....	15

## PRESBYTERIAN CHURCHES.

ST. ANDREW'S CHURCH SUNDAY SCHOOL, (MORNING.)	
No. on Roll .....	135
Average attendance .....	100
Officers and Teachers .....	13

## DR. ORMISTON'S CHURCH SUNDAY SCHOOL.

No. on Roll.....	311
Average Attendance .....	211
Officers and Teachers.....	36

The attendance on the four consecutive Sabbaths in September, was 240.

Collected by children for missions during 1864, \$203.

## MACNAB ST. CANADA PRESBYTERIAN SUNDAY SCHOOL.

No. on Roll .....	289
Average attendance.....	194
Number of Teachers.....	36

## KNOX'S CHURCH SUNDAY SCHOOL.

No. on Roll.....	246
Average attendance .....	120
Officers and Teachers.....	16

The library contains 350 volumes, and the missionary collections for the year amounted to \$60.

## WESLEYAN METHODIST CHURCH.

	Officers, and teachers	Scholars.	Average Attend.
King Street School .....	39	485	311
John do .....	31	249	157
German do .....	6	27	20
McNab do .....	39	385	219
Main do .....	14	114	69
Bethel do .....	13	150	90
<b>Total .....</b>	<b>142</b>	<b>1410</b>	<b>866</b>

## ROMAN CATHOLIC CHURCH.

## ST. MARY'S SUNDAY SCHOOL.

Under the direction of the Rev. Mr. Bardon.	
Average attendance of boys.....	160
do do girls.....	180
8 Classes, 8 Teachers.	

## ST. PATRICK'S SUNDAY SCHOOL.

Under the direction of the Rev. Mr. Schmitz.	
Average attendance of boys.....	110
do do girls.....	130
12 Classes, 12 Teachers.	

## BRANCH SUNDAY SCHOOL NEAR CRYSTAL PALACE.

Average attendance of children .....	30
2 Classes, 2 Teachers.	
Total attendance .....	750
Total average attendance .....	610

## OTHER CHURCHES.

## BAPTIST CHURCH SUNDAY SCHOOL.

No. on Roll.....	350
Average attendance.....	260
Officers and teachers .....	30

## CONGREGATIONAL CHURCH SUNDAY SCHOOL.

No. on Roll.....	78
Average attendance.....	70
Officers and teachers.....	14

## PRIMITIVE METHODIST SUNDAY SCHOOL.

No. on Roll.....	75
Average attendance.....	50
Officers and teachers.....	18

## NEW CONNEXION SUNDAY SCHOOL.

No. on Roll.....	78
Average attendance.....	52
Officers and teachers.....	9

## LUTHERAN CHURCH SUNDAY SCHOOL.

No. on Roll.....	65
Average attendance.....	45
Officers and teachers.....	9

The total number of scholars on the rolls of the above schools amount to 4,437. This does not include the scholars of the afternoon School in connection with St. Andrew's Church, or those of St. John's Church, which figures we did not obtain. We may also add that a number of children receive religious instruction on Sundays in the various public institutions around the city. Adding these to the total given, the whole number would amount to nearly 5,000—one-fifth of the population of the city. And being about the School population of the city between the ages of 5 and 10 years.—*Hamilton Spectator*.

## 4. PROPORTION OF YOUTHS NOT ATTENDING SCHOOL DURING THE YEARS 1862 AND 1863.

Iowa, between the ages of 5 and 21 years, 28 per cent.  
New York, between the ages of 4 and 21 years, 25 per cent.  
Wisconsin, between the ages of 4 and 20 years, 32 per cent.  
Pennsylvania, between the ages of — and — years, 36 per cent.  
Kansas, between the ages of 5 and 21 years, 38 per cent.  
Vermont, between the ages of 4 and 18 years, 17 per cent.  
Indiana, between the ages of 5 and 21 years, 48 per cent.  
Ohio, between the ages of 5 and 21 years, 23 per cent.  
Connecticut, between the ages of 4 and 16 years, 16 per cent.  
California, between the ages of 4 and 18 years, 49 per cent.  
Minnesota, between the ages of 5 and 21 years, 40 per cent.  
Maine, between the ages of 4 and 21 years, 42 per cent.—*Illinois Teacher*.

## II. Papers bearing upon Colonial Confederation.

## 1. THE RESOURCES AND BUSINESS OF CANADA.

BY GEORGE AUGUSTUS SALA.

Before referring particularly to the Tariff of Canada, I desire to furnish a few facts which go to show the extent of the public and private resources of this country. I may say at the outset that Canada contains about three hundred and sixty thousand square miles of territory; has one hundred and sixty million acres of land, of which forty millions are already granted, and eleven millions under cultivation; and has a coast line from the Gulf of St. Lawrence to Lake Superior, of over two thousand miles. Canada now possesses over two thousand miles of railroads, traversing the country in all directions, and adding immensely to the value of water communication and private property. These railways cost one hundred millions of dollars. One bridge alone cost twelve millions. Canada has four thousand five hundred miles of telegraph lines, which transmit three-quarters of a million of messages every year. Canada has two hundred and fifty miles of canal, which cost sixteen millions of dollars, the last year carried over three million tons of freight, from which the Provincial Government received toll amounting to nearly four hundred thousand dollars. The rivers of Canada are numbered by thousands; three of them, with their tributaries, alone drain one hundred and fifty thousand square miles of land. Five or six Canadian lakes cover eighty-four thousand square miles of surface. The mail routes of Canada embrace fifteen thousand miles of waggon-roads. On these are two thousand Post-Offices, which distribute annually eleven millions of letters, to say nothing of newspapers. The cost of maintaining the Post Office Department is itself three-quarters of a million of dollars a year; nevertheless the income exceeds the expenditure.

The mineral wealth of Canada is almost fabulous, and only awaits the introduction of British and American capital to astonish the world. The Acton copper mine in Lower Canada is among the richest

in existence, although the operations of the present proprietors have been partially paralysed by attempts to do too much. The Lake Superior copper has already become famous for the extent of the deposit and value of the ore, while Lake Superior and St. Manille iron need only to be mentioned to arrest the attention of practical miners. The iron deposits of Lake Superior country are believed to be inexhaustible. The gold diggings of the Chaudiere and Gilbert rivers in the Eastern Townships have turned out well within the last two years. I have seen the men who handled the precious metal in that region. Americans have taken up immense quantities of land there, and are preparing to invest largely in mining operations next year; some have leased blocks of land from one hundred to two hundred square miles in extent each. A new company has just been formed in New York with the large capital of five millions of dollars to operate on the Chaudiere. The capital of companies and private individuals now engaged there is counted by millions. The trade returns show that the produce of the mines exported from Canada last year amounted to nearly nine hundred thousand dollars. Probably as much more went out of the country in private hands, besides what was retained by persons belonging to the Province. The oil wells of Upper Canada are still flowing; the region established by these is some ten thousand square miles in extent.

The militia number ninety thousand men. The volunteers alone number some thirty thousand. Four hundred thousand pounds of powder has been manufactured at Hamilton for their use this year. They require about one hundred and twenty drill instructors. Three hundred companies received clothing from Government last year, and the payment to Brigade-Majors and for drill instruction alone amounted to seventy-five thousand dollars. The cost of the militia last year was nearly half a million. This year military schools have been established at great expense, and company and regimental drill has been more frequent; the whole expense can scarcely fall short of three quarters of a million of dollars. While I write arrangements are being made to send a considerable force of militia to the American frontier to prevent the crimping of Canadians for the Federal army, as well as the raids of Southerners into the States from Canada. The population of Canada capable of bearing arms numbers nearly half a million.

In Canada there are nearly three hundred newspapers, employing nearly two thousand persons; there are also three thousand clergymen. From 1829 to 1864 one million of emigrants arrived at the ports of Quebec and Montreal alone, one-third of whom took up their residence here. The Government gives a half a million of dollars for educational purposes, and municipalities and people raise nearly two millions more. One University in Canada has cost private persons from two to three hundred thousand dollars for the building alone. Another has an income of fifty-five thousand dollars. There are over eight thousand schools of all descriptions in the Province, educating nearly six thousand boys and girls. Over two million acres of land are appropriated to the Collegiate Institutions of Lower Canada.

The Manufactories of Canada are conducted on a most extensive scale. To commence with the manufacture of lumber Canada contains over two thousand saw mills and in one year cut nearly eight million feet of lumber! She has over two hundred distilleries and breweries, which last year produced over nine million gallons of spirits and malt liquors, yielding an excise duty of over seven hundred thousand dollars. These breweries and distilleries consumed over one million six hundred thousand bushels of grain and malt.—There are at least one thousand flour, grist, and oat mills in this country; two hundred and fifty carriage factories—perhaps not quite two hundred foundries; one hundred and fifty carding mills; 130 woollen factories; and five hundred tanneries. Other and less important features are numberless. In speaking of the crops of Canada, only millions can be used. Canada produces annually between twenty-five and thirty million bushels of wheat; twelve millions of peas; forty million bushels of oats; over a million and a half tons of hay; thirteen million bushels of buckwheat; twenty-eight million bushels of potatoes; nearly ten million bushels of turnips; kills thirty million pounds beef; shears five and a half million pounds of wool; kills four millions pork; and makes from forty-two to forty-five million pounds of butter.

The cattle, milch cows, horses, sheep and pigs, on hand number considerably over two millions. This is something like farming.—Time would fail me to give anything more than an outline of the products of this Province. Of her fisheries, however, I may say that they produce annually about one million and a half dollars. Lower Canada alone has two thousand five hundred fishing vessels. The Magdalen Islands, which belong to Canada, own two hundred and seventy fishing crafts.

The Banking Capital of the chartered Banks of Canada is some thirty-three million dollars—much less, I should judge than the necessities of trade require.



## 2 BRITISH NORTH AMERICAN PROVINCES.

## THE FINANCIAL POSITION.

Mr. Galt's speech at Sherbrooke has been published in pamphlet form. Appended to it we find the following interesting statements :

*The Financial Position of the Provinces—1865.*

	Debt.	Income.	Outlay.
Nova Scotia .....	\$4,858,547	\$1,185,829	\$1,972,274
New Brunswick .....	5,702,901	892,301	884,813
Newfoundland, 1865 .....	945,000	480,000	479,420
P. E. Island .....	240,673	197,394	171,718
Maritime Provinces.....	11,748,211	2,765,004	2,608,025
Canada .....	67,288,944	9,760,316	10,742,807
<b>Totals .....</b>	<b>79,012,205</b>	<b>12,523,320</b>	<b>13,350,832</b>

*Increased Revenues in 1864.*

Canada, without the produce of the new taxes .....	\$1,500,000
New Brunswick .....	100,000
Nova Scotia .....	100,000
<b>.....</b>	<b>\$1,700,000</b>
Deficit of 1865 .....	\$827,512
Surplus of 1864.....	872,488
<b>.....</b>	<b>\$1,700,000</b>
Total revenues of all the Colonies, 1864 .....	14,223,220
Outlay .....	13,350,832
<b>Estimated Surplus.....</b>	<b>\$872,488</b>

*The Position of the Confederation, estimated on the basis of 1864.*

	Revenue now produced for the General Government.	Local Revenue which would not get so into general chest.	Subsidy to be paid to each Province.
Canada .....	\$11,250,000	\$1,297,043	\$2,006,121
Nova Scotia .....	1,300,000	107,000	264,000
New Brunswick .....	1,000,000	88,000	264,000
P. E. Island .....	200,000	32,000	153,728
Newfoundland .....	480,000	5,000	367,000
<b>.....</b>	<b>\$13,250,000</b>	<b>\$1,530,043</b>	<b>\$3,056,849</b>
Difference available for the purposes of the general government.....			\$9,543,108

	Expenditure.	Local Outlay.
Canada .....	\$9,800,000	\$2,260,149
Nova Scotia .....	1,222,355	667,000
New Brunswick .....	834,518	424,047
P. E. Island .....	171,718	124,016
Newfoundland.....	479,000	479,000
<b>.....</b>	<b>\$12,507,591</b>	<b>\$3,954,212</b>
Difference payable by the general government.....		\$8,553,379
<b>Surplus at disposal of the government .....</b>		<b>\$1,089,729</b>

*Average of the Present Tariffs.*

Canada.....	20 per cent.
Nova Scotia.....	10 "
New Brunswick .....	15 "
Newfoundland .....	11 "
P. E. Island .....	10 "

*Future Position of the Provinces.*

	Local Revenue.	Estimated Outlay for 1864, under present Government.	Estimated Local Outlay under the Union.
Nova Scotia .....	\$107,000	\$667,000	\$371,000
New Brunswick .....	80,000	404,047	353,000
P. E. Island .....	32,000	171,718	124,016
Newfoundland .....	5,000	479,000	260,000
<b>.....</b>	<b>\$223,000</b>	<b>\$1,721,765</b>	<b>\$1,198,025</b>
Canada .....	1,297,043	\$2,021,979	†
<b>.....</b>	<b>\$1,520,043</b>	<b>\$3,981,914</b>	<b>†</b>

\* Average of the last four years.

† Interest on excess of debt.

‡ Not estimated by Mr. Galt, for reasons given in his speech.

*The Auditor's Statement of the Liabilities of Canada.*

Debtenture Debt, direct and indirect .....	\$65,238,649	21
Miscellaneous Liabilities .....	64,426	14
Common School Fund .....	1,181,958	85
Indian Fund .....	1,577,802	46
Banking Accounts .....	3,386,982	81
Seigniorial Tenure :		
Capital to Seigniors .....	\$2,899,711	09
Chargeable on Municipalities' Fund .....	196,719	66
On account of Jesuits' Estates ..	140,271	87
Indemnity to the Townships ..	891,500	00
<b>.....</b>	<b>4,118,202</b>	<b>62</b>
<b>Less—Sinking Funds .....</b>	<b>\$4,883,177</b>	<b>11</b>
<b>Cash and Book Accounts.....</b>	<b>2,248,891</b>	<b>87</b>
<b>.....</b>	<b>7,132,068</b>	<b>98</b>
<b>.....</b>	<b>\$68,445,953</b>	<b>11</b>
From which, for reasons given in his speech, Mr. Galt deducted the Common School Fund .....	1,181,958	85
<b>Leaving as net liabilities ..</b>	<b>\$67,263,994</b>	<b>27</b>

*Imports, Exports, and Tonnage of the Provinces.*

	Imports.	Exports.	Sea-gold tonnage, in ward and outward.
Canada.....	\$45,964,080	\$41,841,000	2,133,000
Nova Scotia.....	10,210,891	8,420,668	1,431,958
New Brunswick .....	7,764,824	8,964,784	1,394,980
P. E. Island .....	1,428,028	1,626,540	No returns.
Newfoundland .....	5,242,720	6,002,212	" "
<b>.....</b>	<b>\$70,000,963</b>	<b>\$66,846,604</b>	<b>4,952,934</b>
<b>.....</b>	<b>66,846,604</b>	<b>Lake T'ngo</b>	<b>6,907,000</b>
<b>Total Trade.....</b>	<b>\$137,447,567</b>	<b>Total Tonn.</b>	<b>11,850,934</b>

*The Revenue, &c., of the five Provinces is as follows :*

NAME.	Revenue.	Debt.	Imports.	Exports.	Tonnage.
Canada.....	\$11,250,000	\$65,000,000	\$45,000,000	\$42,000,000	2,000,000
Nova Scotia.....	1,300,000	5,000,000	10,200,000	8,500,000	1,500,000
New Brunswick.....	1,000,000	6,000,000	8,500,000	9,000,000	1,500,000
Newfoundland .....	500,000	1,000,000	5,200,000	6,000,000	250,000
P. E. Island.....	200,000	250,000	1,400,000	1,600,000	150,000
<b>Total .....</b>	<b>\$14,250,000</b>	<b>\$80,250,000</b>	<b>\$71,500,000</b>	<b>\$67,100,000</b>	<b>12,400,000</b>

### 3. EXPORTS AND IMPORTS OF CANADA FOR 14½ YEARS.

	EXPORTS.	IMPORTS.	EXPORTS.	INTEREST ON EXCESS AT 6 PER CENT.
1850—	\$12,943,795	\$16,682,049	\$4,738,254	\$8,149,708
1851—	13,810,405	21,424,149	7,613,755	5,489,556
1852—	15,217,907	20,236,483	4,968,676	3,279,463
1853—	22,801,303	31,971,486	9,170,233	4,902,070
1854—	23,029,180	40,529,823	17,490,148	9,422,872
1855—	28,188,461	36,086,170	7,897,709	4,364,958
1856—	32,047,017	43,584,487	11,537,470	5,518,794
1857—	27,006,424	39,430,798	12,424,374	5,518,234
1858—	22,472,609	29,078,527	5,605,918	2,018,180
1859—	24,766,981	32,555,161	8,788,180	1,716,730
1860—	34,631,890	34,447,935		
1861—	36,614,195	43,054,836	6,440,641	1,059,307
1862—	33,596,135	48,600,632	5,104,508	1,812,640
1863—	41,831,532	45,964,493	4,132,961	247,977
1st 6 m'th to June 20 1864—	12,729,105	23,877,385	11,148,280	
TOTALS.	\$382,946,539	\$508,982,418	\$125,035,879	\$48,160,831

The above table of imports and exports shows, first, that for the first 6 months of 1864, after adding to the exports \$750,000 for short returns, we have imported \$11,148,280 more than we have exported. Second, that we have in 14½ years bought \$125,035,879 more than we have sold. That the interest that would accrue on those over-importations at the rate of 6 per cent, paid annually would be \$48,160,331. Of those over-importations we have paid the Americans \$36,611,388 in gold, moreover, we have paid them in lumber and timber, which is the same as gold to us, \$14,000,000, in round numbers, making \$50,000,000 for products we could, and would, with sound legislation have produced ourselves.—*Canadian Quarterly Review*.

### 4. THE RECIPROCITY TREATY.

The Reciprocity Treaty came into operation in Canada in October, 1854; but in the States not till the spring of '55, in consequence of the absence of legislative authority. The following table is a statement of the whole trade between the two countries for the ten years, during the continuance of the treaty, from 1854 to 1863 inclusive, showing the excess of imports and exports, the total of free goods, including those under the Reciprocity Treaty as well as under former treaties, and the amount of value under Reciprocity alone:

THE WHOLE TRADE.	Exports to United States.	Imports from United States.	Total free goods Imported.	Imports under the Recip. Treaty.
1854	\$24,182,099	\$3,649,002	\$15,533,097	\$2,063,756
1855	27,565,952	16,737,278	30,828,676	9,279,304
1856	40,684,262	17,979,753	22,704,509	9,933,586
1857	33,431,087	13,206,136	20,224,651	10,258,220
1858	27,565,659	11,930,094	15,635,565	7,161,958
1859	31,515,230	13,922,314	17,592,916	8,556,545
1860	35,750,988	18,427,968	17,273,020	8,740,485
1861	35,455,815	14,386,427	21,069,388	11,859,447
1862	40,236,887	15,063,730	25,173,137	16,514,077
1863	42,159,794	20,050,422	23,109,362	19,131,966
	\$349,497,773	\$150,358,432	\$199,144,341	\$103,622,244
				\$18,620,888

The whole trade between the United States and Canada, for the ten years, amounted to three hundred and forty-nine millions, to which there is to be added sundry small exports along the borders of both countries which, paying no duty, are not recognized, and remain unrecorded—an amount which no doubt would swell the total to over four hundred millions, or a yearly average of forty millions.—*Quebec Chronicle*.

## III. Papers on Practical Education.

### 1. BEGINNING THE DAY.

The teacher is not always aware how much of his success depends upon beginning each day aright. To do this, he must commence with his own spirit and temper. Before he enters the school room, let him take possession of himself firm against the disturbing influences which will be likely to meet him at the threshold of his school room. Over this internal firmness let him throw the charm of a pleasant face; smiling cheerfully upon his school, and the work that opens before him. If there is disturbance and unseemly

noise, or expressions of ill-feeling among his pupils as he enters the room, let his calm and cheerful presence, and firm, kind word of authority allay the tumult.

Let the teacher avoid the excitement likely to be awakened in his own mind by the confusion around him, and he will soon be able to control it. When quiet is established, let him make upon his pupils the impression that they are to enter upon a pleasant day's work. Let him allure them to their labors, and not commence driving them, as to a task. A few pleasant remarks upon some interesting topic—not a dry, harsh homily, upon their duties to their teacher and the school—may well precede the work of the morning. If pupils can thus be brought into sympathy with the teacher and with each other, and made to feel that the work before them is one of pleasure, and not a mere wearisome work, very much is done towards securing a whole day of profitable study.

Let the teacher, then, strive to begin his day and school aright; and the hours which follow will be cheerfully and profitably passed.—*Maine Teacher*.

### 2. BE IN SYMPATHY WITH YOUR WORK.

While this advice may be properly given to laborers in any department, it is particularly appropriate for teachers. One prominent reason why so many utterly fail of success in the teacher's vocation, may be found in a want of sympathy with the work. It is really sad to think how many engage in the business of instruction without any correct understanding of the work to be done, and without the least particle of true interest in it. Such may "keep school" but they cannot, in any proper sense, "teach school." One may perform a certain piece of mechanical work without feeling any special interest in it; but he cannot become an eminent mechanic even, without feeling a true sympathy for, and interest in his work. The physician, the clergyman, and the lawyer, must each, if he would be truly successful, throw his whole mind and energies into his chosen profession. And so with the teacher. Without a heartfelt interest in his profession, and a lively sympathy with all pertaining to it, he can not become eminently useful. He will be a mere machine, and soon become a rusty and worthless affair. Teacher, again we say, if you would hope to succeed and do good: "*Be in sympathy with your work, and with all that pertains to it.*"—*Connecticut C. S. Journal*.

### 3. WHAT A BOY OUGHT TO LEARN.

In England a Royal Commission has lately made a report, in which they quote from one of the inspectors as a true picture of the national schools, as follows:

"A boy of fair average attainments at the age of twelve years, in a good school, has learned—

"1. To read fluently, and with intelligence, not merely the school-books, but any work of general information likely to come in his way.

"2. To write very neatly and correctly from dictation and from memory, and to express himself in tolerably correct language.

"3. To work all elementary rules of arithmetic with accuracy and rapidity. The arithmetical instruction in good schools includes decimal and vulgar fractions, duodecimals, interest, etc.

"4. To parse sentences, and to explain their construction.

"5. To know the elements of English history. The boys are generally acquainted with the most important facts, and show much interest in the subject.

"6. In geography the progress is generally satisfactory. In fact, most persons who attend the examinations of good schools are surprised at the amount and accuracy of the knowledge of physical and political geography, of manners, customs, etc., displayed by intelligent children of both sexes. Well-drawn maps, often executed at leisure-hours by the pupils, are commonly exhibited on these occasions.

"7. The elements of physical science, the laws of natural philosophy, and the most striking phenomena of natural history, form subjects of useful and very attractive lectures in many good schools. These subjects have been introduced within the last few years, with great advantages to the pupils.

"8. The principles of political economy, with especial reference to questions which touch on the employment and remuneration of labor, principles of taxation, uses of capital, etc., effects of strikes on wages, etc., are taught with great clearness and admirable adaptation to the wants and capacities of the children of artisans, in the reading-books generally used in the metropolitan schools. I have found the boys well acquainted with these lessons in most schools which I have inspected in the course of this year.

"9. Drawing is taught with great care and skill in several schools by professors employed under the Department of Science and Art."—*California Teacher*.

#### IV. Biographical Sketches.

##### No. 4.—THE DUKE OF NEWCASTLE, K.G.\*

Henry Pelham Fiennes Pelham Clinton, Duke of Newcastle, was born in London in May 1811. He was educated at Eton having among his contemporaries there Mr. Gladstone and Charles Kean, and afterwards at Christ Church, Oxford, which has numbered so many statesmen among its alumni. He married a daughter of the 10th Duke of Hamilton, who bore him several children, but from whom he was divorced in 1850. He entered Parliament in 1832 as Lord Clinton, in the conservative interest, his father having been a strong Tory till the last. He sat for the family borough of Newark and for South Notts until 1846. Attaching himself to the Conservative Chief, Sir Robert Peel, he formed one of that bright galaxy who adhered to his fortunes while living and have striven to continue his policy since his decease. He was the close friend of the late Lord (Sidney) Herbert, and of Mr. Gladstone throughout their public lives. In Sir Robert's short lived Government of 1834 he held office as a junior Lord of the Treasury, and on his return to power in 1841 again took office as Chief Commissioner of Woods and Forests. When free trade split the Conservative party in 1846, he followed the fortunes of his chief, while his father adhered to Lord Derby (then Lord Stanley) and Lord George Bentinck. Lord Lincoln exchanging his office for the Irish Secretaryship, returned to his constituency for re-election, and was beaten by his father's influence and exertions. He was forced to fall back on the Falkirk burghs, in which his father-in-law's influence was predominant. Of course he lost office with his chief in the same year. He succeeded his father in the House of Lords in 1851. In 1852 he became Secretary for War and the Colonies in the Aberdeen Coalition Cabinet, and on the division of these offices consequent on the increased work incidental to the Crimean war, he accepted the War department, but was forced out by the growing dissatisfaction with the conduct of the war, which eventually destroyed the Ministry. So profound was his interest in the matter that after leaving office he went out himself to the Crimea to see with his own eyes what was being done. His defence of his own policy was perhaps his greatest Parliamentary effort. In 1859, on the formation of the present Government under Lord Palmerston, he returned to the Colonial office, and continued at work there till ill-health drove him to seek repose. Like his friend Lord Herbert, he may be said to have died in harness, in October, aged 53 years. Like that much loved statesman, too, he over taxed his powers of endurance in a conscientious effort to do his duty. Many thousands in Canada remember the fine, burly figure, the big, massive head, the look of strength, of intellect and determination which characterized the Mentor of the Hair. Apparent when he visited us in 1860. But few know perchance how much he thought and labored for the welfare of these colonies, how specially anxious he was to maintain in Britain a kindly feeling towards us, and to stimulate our public men to exertions to place us in a position worthy of our race and position and of Britain's protecting aid. Few knew how zealous and industrious he was to inform himself about all that concerned our advancement—how much he was interested in this very scheme of Colonial union which our statesmen are now busy about when the news of his death unhappily reached them. But to those who (like the writer) have had opportunities to see and know this, the loss of the Duke of Newcastle at a time when the foes of Colonial connection seem so strong, will be esteemed a loss, not only to his family and personal friends; not only to the Queen he had served so faithfully or the Prince whom he had so wisely and kindly advised; not only even to the people of the island which gave him birth, but to the whole empire, the outlying portions of which he labored for with a statesmanlike breadth of view and a truly patriotic spirit all too uncommon among the public men of the day.—*Montreal Gazette*.

##### No. 5.—GEORGE DESBARATS, ESQ.\*

We regret to announce the death on the 12th November of Mr. Geo. Desbarats, joint Queen's Printer, an office which he has held since the union of the Provinces. Mr. Desbarats was an excellent citizen and an admirable officer of the Government. Perhaps no Printing Office in the world was better managed than that of the Province under his management. It used to be his boast that he had the best printers that could be procured and that nothing sent to his office in confidence ever reached the public through any of his employes. We believe, also, that he allowed pensions to some of those who had become superannuated in his employ. He was a lover of Horticultural pursuits, and has been for several years President of the Montreal Horticultural Society. He was actively engaged also in promoting Mining and other enterprises, using the

means he had accumulated to develop the resources of the country. Many men condemned what they called the profitable monopoly of the government printing office, but almost universally recognized the worth and estimable qualities of Mr. Desbarats. He was very widely known throughout the Province and much esteemed, and he will be missed and regretted by many. The deceased gentleman was one of the most active and thorough business men in Canada. The immense establishment which he had under his control was probably the most admirably arranged printing office on the continent. He was the first to introduce in British America printing by steam, the first sheet from the steam press ever thrown off in this Country having been thrown off in his office in Montreal, immediately after the removal of the seat of Government to that city in 1843-4. Every new improvement in the art was at once introduced by him, until as we have said, it is now the most complete and best appointed office in America. Many of the men employed in it had been so employed for nearly a quarter of a century, for Mr. Desbarats never dismissed a faithful servant even when old age made him comparatively valueless. By this means he secured the services of a class of men of the highest merit—and it enabled him to say with truth that no work sent to his office in confidence—and in his capacity of Queen's Printer he had much of such work to perform—ever was divulged through one of his employes. Despite the extent of the business of the office, and in addition to a thorough mastery of its minutest details, Mr. Desbarats found time for other pursuits. The first glass factory in Canada was established by him. Few men have led a more thoroughly active life, and few will be more missed in the commercial and social circle in which he moved, and his death will be very deeply regretted by all who had the pleasure of his acquaintance.—*Montreal Gazette and Peterborough Review*.

##### No. 6.—THE REV. JAMES REID, D. D.

We regret to announce the death of the Rev. James Reid, D. D., Honorary Canon of Christ Church Cathedral, Montreal, on the 14th instant, at his residence at Frelighsburg, L. C. He was the oldest member of his church in Lower Canada, and lived continuously for nearly half a century at Frelighsburg, succeeding the Hon. and Rev. Dr. Stewart, who became Bishop of Quebec, serving during that long period in the church which was built by Dr. Stewart. The county of Missisquoi, possessing great natural beauties and advantages, is, we believe, the oldest settled portion of the Eastern Townships. It was to a great extent a rugged wild when Dr. Stewart commenced his missionary labours, and served in two churches,—that at Frelighsburg which we have mentioned, and one at Philipsburg which he also built. The country was still wild when Dr. Reid, employed by the Society for the Propagation of the Gospel, as a Missionary, succeeded him, with ambition to walk in the footsteps traced by his sainted predecessor, a man of noble birth and learning, who had left his ease at home for the service of God in this country, and whose name will be held in grateful memory so long as the Church of England preserves a record in Canada. Born in the town of Dunkeld, in Athol, Scotland, he came out a missionary, sent by Robert Haldane, and commenced his labors as an evangelist. Through the instrumentality of the present Lord Bishop of Toronto then Rector of Cornwall, and Bishop Stewart, then a missionary, he was led into the Church of England, and, in 1812, moved to Missisquoi Bay, where he took charge of the Government school. In 1815 he was ordained by the first Bishop of Quebec, Dr. Mountain, when he came to Frelighsburg to succeed Dr. Stewart, and continued Rector until the day of his death. For several years he was in charge of the whole Seignior, and was the only clergyman in these country parts, with the exception of Mr. Cotton and the Rev. Canon Townsend, with whom he was ordained. The successor, as I have said, of the sainted Bishop Stewart in his Parish, he enjoyed the love and confidence of that holy man, with whom he corresponded until the day of the Bishop's death. With Dr. Reid may be said to have gone a connecting link between two distinctive epochs of modern history, and more than the average of two generations of men. When he was born Louis XVI. still reigned, and George the Third was King. He was nine years old when the first French revolution broke out, with its frightful saturnalia and propagandism which filled Europe with bloodshed. He was in the prime of manhood during Napoleon's dream of universal empire, and 35 years old when the battle of Waterloo was fought. He married and we believe baptized grandfathers of the present generation, and buried both grandfathers and fathers and children, before his own almost iron frame would yield up its life, and was buried in the old churchyard among the rest. Dr. Reid was to the last days of his life a very studious man. And he was a man of vigorous mind. He thus became possessed of great stores of learning—much greater than most men of the present day possess—and this, indeed, was merely an incident of a long, quiet country life, with very few distractions.

\* Omitted in their proper place in the December number.

He was well read in politics, and ancient and modern literature, including that in the Gaelic tongue, as well as in theology, which was his particular study. A favourite pursuit of his in his late years was reading the Scriptures in the original. We have always felt that the natural features of a country have much influence in developing character, and Dr. Reid's lot happened to be continuously cast, during the last fifty years of his life, in one of the most beautiful village spots in this or any other country; and, up to the last, the old man was keenly alive to the natural beauties which on every side surrounded him. Often of evenings of the last summer of his life, he would sit by the parsonage door, and trace, or fancy he could trace, fantastic forms in the hills and meadows around him. Character is greatly influenced and refined by the presence of such associations, especially when there is, as there was in Dr. Reid's case, sufficient sense of the beautiful to perceive them. He preached the gospel of the Lord faithfully, and faithfully performed the services of the church. His discourses which were always original, were more remarkable for directness and simplicity than eloquence. They were always of a character to make men think, and at times might be called eloquent. Dr. Reid ever took great interest in public affairs. His pen has more than once done good service in the elucidating political questions in these columns. He took particular and active interest in educational questions, and published one or more essays on theological subjects. His political views were Conservative; and allegiance to the different sovereigns of Great Britain under whose reigns he lived was with him an obligation of religion. And we close this notice by saying that Dr. Reid survived three Bishops, whose friendship and confidence was given him to the latest moment of their lives. He attained the venerable age of 85 years.—*Montreal Gazette*.

#### NO. 7. THE ABBÉ FERLAND.

We regret to have to record the death of the Reverend Abbé Ferland, which took place at the Archbishop's Palace at two o'clock on Wednesday morning, in his 59th year. The Abbé J. B. A. Ferland's reputation rests upon his literary productions, although he was at the same time a distinguished ornament of the Roman Catholic Church in Canada. While his productions have not been very numerous, they are held in great estimation, on account of the circumstances under which they were written, chiefly amid the performance of his arduous professional service. The abbé was a profound scholar, and has laboured strenuously in his arduous studies. He was therefore well acquainted with the subjects on which he treats in his several publications, more especially with everything connected with the history of Canada. He was descended from the family of Ferland, formerly of Poitou, in Vendée, France, in the 17th century; a member of which emigrated to this country and settled on the island of Orleans, near Quebec. Here the name was changed to its present style; and the father of the historian was married to a daughter of M. Le Brun de Duplessis, one of the four advocates who remained in Quebec after the conquest. M. Ferland was born at Montreal on the 25 of December, 1805. In 1813, his mother went to reside at Kingston with her son, and there he pursued his early studies. In 1816 he entered the college of Nicolet, where he remained until 1823, when he was admitted to holy orders; served one year as under secretary to Monseigneur Pleissia, and afterwards became professor of arts, rhetoric, and philosophy at Nicolet. In 1828 he was admitted to the priesthood; was vicar, and served at Rivière de Loup, and St. Roch, Quebec, and acted as first chaplain of the Marine Hospital during the cholera of 1834. He was appointed curate of St. Isidore; and in the first of the same year he was appointed curate of St. Foy, as also at St. Anne de Beaupré in 1837. In 1841, was appointed superintendent of students at Nicolet, and became superior of that institution in 1847. A year later he was called to reside at the archiepiscopal palace, Quebec. In 1856 he proceeded to France for the purpose of gathering materials for an early history of Canada. In this expedition he was eminently successful, and on his return, published "Observations on a History of Canada by l'Abbé Arasseu," and subsequently "Notes on the Registers of Notre Dame de Quebec," "A Voyage to Labrador," lately the first volume of "Courses of History of Canada from 1534 to 1633," and "A Journal of a Voyage to the Coast of Gaspé," with other narratives. M. Ferland was a gentleman of much goodness of heart and amiability of manners, and was very generally esteemed. The funeral took place on Friday morning, surrounded by all the pomp and circumstance which the position occupied by the lamented deceased demanded, and accompanied by the expression of the most profound grief on the part of all classes. The room in the Archbishop's palace, in which the remains of the reverend gentleman was placed, while awaiting interment, was visited daily by thousands of friends and acquaintances, whose sorrow-stricken air bore ample testimony to the deep feelings of bereavement within their breasts. On Thurs-

day, at 3 o'clock, the solemn service of the dead was chanted over the body by the Roman Catholic clergy of the city, and again at five o'clock, by the members of the Seminary. The deceased, having held the post of garrison chaplain, was entitled to the honours of a military funeral, and this mark of respect, in all its solemnity, was most scrupulously paid to the remains by the Commandant, Colonel Gordon, of the 17th Regiment. The troops lined Fort Dauphin and Buade streets to the grand entrance of the Cathedral. First came the band of the 17th Regiment playing a funeral march, with a firing party from the same Regiment. Then came a large body of the clergy of the Arch-diocese. Next came the body—the following reverend gentlemen, acting as pall-bearers, viz: Rev. Jean Auclair, curé of Quebec, Rev. André Pelletier, Superior of St. Ann's College, Rev. E. M. Methot, Professor of Rhetoric in the Seminary of Quebec, Rev. Thomas Caron, Superior of the College of Nicolet, Rev. T. H. Harkin, curé of St. Columba, and Rev. A. Bourret, curé of St. Anne le Picardière. Next to the corpse came the chief mourners—the remainder of the funeral procession being in the following order; The Professors and students of Laval University in full academic costume—the executive Council, represented by Col. the Hon. Sir. E. P. Taché, and several other members of the government—Colonel Gordon, Commandant, Colonel Robertson Ross, 25th Regiment, Town Major Knight, and a number of other officers of the garrison—an immense concourse of citizens—strong detachments of the 25th Regiment, and Royal Artillery—the pupils of the Seminary. The cortege comprised in its ranks the judges, the members of the Legislature now in town, several of the foreign consuls, and nearly all the leading professional and mercantile men of the city. The shops along the line of march were closed. The Cathedral, which was too small to hold within its walls one half of those who followed the corpse from the Archbishop's Palace, was draped throughout the interior with sable hangings, and presented a very solemn and impressive appearance. The service was chanted by the Bishop of Tloa, Administrator of the Diocese, assisted by the Rev. Mr. Cazeau, Grand Vicar. At the termination of the service, His Lordship, standing at the foot of the Bishop's throne, in his mourning vestments, delivered a brief but touching address. The body was then lowered into its place on the epistle side of the Cathedral sanctuary. It is intended to place at once a tablet, bearing an appropriate inscription, over the grave.—*Quebec Chronicle*.

#### NO. 8.—FREDERICK WIDDER, ESQ.

We deeply regret to hear of the death of Frederick Widder, Esq., late Chief Commissioner of the Canada Company. He had resigned the commissionership of the Company through ill health, and was on his way to England, when Mrs. Widder, who had been ailing for some time, took ill and died in Montreal. He now, after the lapse of a few brief weeks, follows her to the grave. Few, who have known and enjoyed for so many years the hospitalities of the late Mr. and Mrs. Widder, in this city, but will feel deep sorrow at the foregoing and announcement. Mrs. Widder was, herself, a woman of most agreeable manners and refinement; and few in Toronto have ever excelled her in the discharge of the difficult and delicate duties which her long continued hospitality, and prominent social position, necessarily devolved upon her. Mr. Widder himself will long be remembered as a man of cultivated taste and amiable manners. For many years he was known here as the Chief Commissioner of the Canada Company, and, as such, exercised much influence to promote the early settlement of what was long known as the "Huron Tract" of country in Upper Canada. Their deaths, so soon after each other, has cast a gloom over an extensive circle of friends and acquaintances in Toronto and its neighbourhood. They have left a blank in social life which will not soon be filled up.

#### NO. 9.—MR. JOSEPH REID.

Mr. Joseph Reid, of Chateaugay, died on the 3rd December, aged 76 years and 11 months. He formed part of the Canadian contingent which defeated the American army at Chateaugay in 1813, and distinguished himself so nobly on the field that he was immediately promoted to a serjeanty.

#### NO. 10.—THE HON. ALEXANDER STEWART, C.B.

Nova Scotia has just lost one of her most eminent sons. Judge Stewart, C.B., an able jurist, died a few days since (Jan. 1865), at his residence, Halifax. He was of Scottish extraction and of humble parentage, and was about 71 years of age at the time of his decease. He was brought up in early life to the business of a brewer, which his father had followed for many years in Halifax, and it was at all times his boast that he had sprung from and was of the people. Subsequently he studied the legal profession, and was admitted to the bar. We learn from a lengthy notice in the *Halifax Reporter*

that his legal career was eminently successful. His services were eagerly sought, not only in Nova Scotia, but in the adjoining Province of New Brunswick. The great commercial experience gained by the deceased gave him an immense advantage over his contemporaries in the legal profession. It was chiefly in causes purely commercial, particularly those pertaining to marine insurance, that the late judge signally excelled. His *debut* in the legislature in 1828 did not disappoint the expectations of his friends. He was quite equal to the position to which he had been appointed. And there was, at the period in question, ample scope for the exercise of his abilities. The Nova Scotia House of Assembly was then graced with some of the most eminent debaters this Province has ever produced. Orators of the calibre of J. B. Uniacke, S. G. W. Archibald, T. O. Haliburton, O. B. Fairbanks, and others, were in those times all powerful for good or evil. Among those the late judge took his place in the front rank. He was subsequently elevated to the Legislative Council. Possibly the most remarkable portion of his political career occurred when he formed one of the Coalition Cabinet, during the administration of Lord Falkland. After long service in the legislature, he was appointed judge in chancery, which position he filled until the abolition of the chancery court, when he was allowed a pension of £400. The exalted office of judge of the court of vice admiralty, with which he had also been invested, was retained by him until the day of his death. I have given this lengthy notice of the late judge because he was a signal example of the position any young man of talent and energy can attain in this country. —*Leader Correspondence.*

#### No. 11.—THE HON. JOHN R. PARTELOW.

"We regret to announce the death of the Hon. John R. Partelow, Auditor General, which took place at Fredericton, the 13th inst. The decease of this well known and much appreciated gentleman will occasion universal regret in our community. The late Mr. Partelow possessed extraordinary mental endowment, and until the last nine or ten years was a prominent and probably the most influential member in the Legislature. He was first elected to serve in the General Assembly for St. John, in 1827, and was returned until 1850, when he was defeated and returned for Victoria. In 1854, he was returned for St. John. In 1847 he was acting Chamberlain for the city until Mr. Sandall's death, when he was appointed Chamberlain and remained in that office until 1840. From April 1847 to July 1848 he was Mayor of the City. In April 1848 he was appointed to a seat in the Executive Council, and in July following, appointed Provincial Secretary. In 1855 he was appointed Auditor General, when he retired from political life.—From the time he became a member of the Assembly until his appointment as Provincial Secretary, he was Chairman of the Committee of Trade. His general career was always marked by liberality of sentiment, and a proper consideration alike for the interests and claims of all classes of the population, without any more than due respect for creed or party.—Although he was not an eloquent speaker and seldom took part in debate, the remarks that he made were to the point and he generally carried the object that he had in view.—*New Brunswick Courier.*

#### No. 12.—THOMAS HINCKS, ESQ., B.A.

Mr. Thomas Hincks, whose career was so prematurely cut short was the eldest son of the Hon. Francis Hincks, C.B. Governor of British Guiana. He was born in Toronto, in August, 1841, and received his preparatory education at Upper Canada College and in the High School of Quebec, where he gave early evidence of talent. He entered Harrow, England, at the early age of fourteen, and soon became a distinguished pupil in that famous school, from whence he went to Balliol College, Oxford. After a brilliant University career, he graduated in May last with the high distinction of a first class. Having been destined for the English bar, he had already enrolled his name as a member of the Junior Temple, London, and shortly after taking his degree, he went out to Georgetown, where he arrived in July last. In October, being desirous of seeing something of the colony, he took a trip with his sister and some friends up the Essequibo river, and had not been long away till he complained of being unwell. He returned to Georgetown on the 2nd of November, but it was not imagined that anything serious was amiss with him until by accident it was discovered he had the fever. His indisposition then rapidly grew worse, and despite every effort of medical skill he expired on the morning of the 8th, to the inexpressible grief of his parents and family. His remains were followed to the grave by an immense concourse of mourners, the funeral being the largest ever witnessed in Georgetown. All business was suspended throughout the city, and every possible demonstration of public sympathy and sorrow was made. The *Gazette* speaks highly of his many amiable qualities and scholarly abilities. By a melan-

choly coincidence, Mr. Hinck's little god-child and niece, of whom he was devotedly fond, the infant daughter of Lieut. Col. and Mrs. Ready was struck down by the same fatal epidemic at Suddia, in Essequibo, only a few hours before he was seized himself, and her decease preceded his by the same short interval of time. Their bodies were placed side by side in the grave; and truly it may be said that "they were lovely in their lives, and in their death they were not divided."—*Leader.*

#### No. 13.—RIGHT REV. BISHOP BROWNELL.

The venerable presiding bishop of the Protestant Episcopal Church in the United States, Thomas Church Brownell, D.D., of Connecticut, died at his residence in Hartford, on the 19th inst. He was born at Westford, Mass., in 1779. He entered Brown University in 1800, and graduated at Union College in 1804. In 1806 he was made Professor of Logic and Belles Lettres in Union. In 1819 he was admitted to orders and became one of the assistant ministers in Trinity Church, New York. He was consecrated Bishop of Connecticut, Oct. 27th, 1819. He retained the use of his faculties till the last; and gathered his family and friends about him, taking separate leave of each, and remembering and sending messages to the absent. Not long before his decease, the Holy Communion was administered to him for the last time by Bishop Williams; and, feeble as he was, when they came to the *Gloria in Excelsis*, he insisted on being raised up, and remained standing until the Angelic Hymn was ended. Only a few hours before the decease, the Commendatory Prayers were used, and his voice was heard audibly responding *Amen*. Not long after, he fell asleep in Jesus. The funeral was celebrated on Tuesday, the 17th inst., at Christ Church, at 1 o'clock p.m. The Bishops present, in their robes, with the pall-bearers and others, moved in procession from the residence of the deceased, and were followed into the church by more than a hundred of the clergy of Connecticut and other Dioceses. The light feathery snow was beginning to fall as they entered the already crowded church. The Bishop of Vermont opened the service; the Lesson was read by the Bishop of Rhode Island; and a touching, affectionate, and most appropriate Address was delivered by the Bishop of Maine. The Hymn, "Jesus lover of my soul," was sung; and the service in the church was closed with the Prayer for persons in affliction, and the Prayer, "O God, whose days are without end" (from the *Visitation of the Sick*), said by the Bishop of Massachusetts, with the minor benediction. The procession then formed, led by the Bishops of Vermont, New York, Maine, Massachusetts, and Rhode Island. Then followed the Body, with wreaths, a Cross and a Crown, all wrought in flowers, lying upon its level top; then the mourners and friends of the family; and then Bishop Williams, with the clergy of Connecticut and other Dioceses, and many laity. Before the family vault, with its tall front of dark brown stone, the bier rested, the venerable heads of Bishops and clergy, already frosted by age, were bared in the midst of the silently falling snow. The Bishop of Vermont said the Committal to the grave; and the Bishop of New York closed the services with the appointed prayers and blessing. At a meeting afterwards of the Bishops and Clergy, a *Minute* was adopted expressing the high estimation cherished for the departed by all who knew him; and who had now seen him, like a shock of corn fully ripe, gathered into the garner.—*Church Journal.*

#### No. 14.—HON. EDWARD EVERETT, LL.D.

The Hon. Edward Everett died, on the 15th instant, at his residence in Boston. It has recently been remarked by a public writer that the federal Republic is governed by its politicians and not by its statesmen. Mr. Everett was born in Dorchester, Mass., on the 11th of April, 1794, more than seventy years ago. Even in his young days he was possessed of more than an average amount of ability. He graduated at Harvard at the early age of 17, with the highest honors. For a short time after leaving college he was employed as a tutor, but in 1813 was settled as pastor of a small church in Boston. A year afterwards he was appointed professor of Greek literature at Harvard, but in order to prepare himself for the post travelled four years in Europe. In England he made the acquaintance of Scott, Byron, Jeffrey Campbell, Mackintosh, Romilly and Davy. Returning to America, he became editor of the *North American Review*, simultaneously with assuming the duties of Greek professor. His first public discourse in 1825, on "The Circumstances favourable to the Progress of Literature in America," established his fame as an orator. Then commenced his public life. That year he was elected to Congress, which he entered as a supporter of Mr. Adams, and in which he served ten years, taking an active part in the foreign relations of the Republic. In 1837 he addressed a series of letters to Mr. Canning on the colonial trade, which attracted attention. In Congress he was a frequent debater:



his speeches were carefully prepared, full of information and more polished than those of his contemporaries. In 1834 he was elected Governor of Massachusetts, and was afterwards three times re-elected to the same office. In 1840 he paid a second visit to Europe, and returning home was appointed Ambassador at the Court of St. James under General Harrison's Administration, Mr. Webster being Secretary of State. Many important questions of international moment arose at this time, in most of which Mr. Everett conducted himself to the satisfaction of his Government. In 1845 he was elected President of Harvard College, and occupied several succeeding years in the task of editing his speeches and the works of Mr. Webster, upon whose death in 1852, Mr. Everett was called upon by President Fillmore to fill the vacant place of Secretary of State. In 1853 he was elected by the Legislature of Massachusetts to the Senate of the United States, and during his incumbency of that office the famous bill for the repeal Missouri Compromise was introduced into Congress. Under the excitement attending the discussion of this bill and the great labor through which he had previously passed Mr. Everett's health broke down and he retired from public life a short time afterwards. He entered it again however in 1860, when he ran on the Bell and Everett (or peace) ticket for Vice-President but was defeated. During his last years Mr. Everett engaged a portion of his time in writing for *The Ledger*, a work in which he first became engaged on consideration of its proprietor giving \$10,000 in advance to the Mount Vernon Fund, and delivering public lectures and addresses on various topics. His later writings betray in many respects a strong spirit of Anglophobia. Whatever his drawbacks may have been it must be admitted that he was a ripe scholar and one of the foremost among American orators. In the vast country which gave him birth he has left few equals in these respects.—*Leader*.

## V. Papers on Natural History.

### 1. HIDDEN BEAUTY IN NATURE.

Even this modern world in which we live teems with countless forms of grace and beauty, unseen or uncared for by the hand of man. The myriad tribes of microscopic animals and plants, lovely and graceful as any poet's dream, spring into being all around and beneath us, and live their tiny lives and pass away, unnoticed save by a few patient students of nature's mysteries.—The snow and the hoar-frost form their delicate crystals, more beautiful than any arabesques of man's design, before our very eyes and melt again unheeded. The mildew which we brush away in disgust, and the mosses and liverworts which we tread under our feet, have a beauty of form and coloring scarcely equalled by the chosen exotics of our green houses. The pollen of flowers, which seems to us mere shapeless dust is moulded, grain by grain, into forms of the most exquisite symmetry. Even the so called hairs upon the leaves and stems of the larger plants, are often singularly beautiful. These of *denticulae glaucas*, to cite but a single example, common looking leaves enough to the naked eye, are seen under the microscope to be studded all over with delicate and perfectly formed stars of purest flint—lovely little silver constellations, sparkling in a firmament of emerald; and there is scarcely an animal that lives, scarcely a plant that grows, scarcely an inch of soil beneath our feet, but could reveal to us some surpassing wonder, or some transcendent beauty, if we had but eyes to see it.—*Ex. Paper*.

### 2. THE GATHERING OF SPONGE.

The sponge business has become a prominent department of industry in the Bahama Islands. It is almost entirely the growth of the last twenty years, and nets annually about \$20,000. The sponge is fished and raked from the sandy bottom of the ocean at the depth of twenty, forty, or sixty feet. It belongs to a very low order of animal life, organization hardly being detected. When first taken from the water it is black, and becomes exceedingly offensive from decomposition. It is so poisonous in this condition that it almost blisters the flesh it happens to touch. The first process is to bury it in the sand, where it remains two or three weeks, in which time the gelatinous animal matter is absorbed and destroyed by the insects that swarm in the sand. After being cleansed, it is compressed and packed in bales like cotton. The sponge has been applied in a variety of new purposes, and within the last few years has quadrupled in value.

## VI. Papers on Scientific Subjects.

### 1. INTERESTING FACTS OF THE SOLAR SYSTEM.

The discovery of new members of the solar system still continues. During the past year three new planets, and as many comets, have been discovered in the celestial spaces. Payson, Director of the Observatory at Madras, discovered a planet which he very appropriately named Sappho, the "Tenth Muse" of the Greeks. M. Temple, the industrious astronomer at Marseilles, discovered a planet on the 30th of September, which he has called Terpsichore. The third has just been discovered by the distinguished German astronomer, M. Luther. This is the fourteenth or fifteenth discovered by him. The three comets were without any special interest.

The following catalogue, compiled from various foreign authorities, embraces a view of all the members of the solar system known up to Jan. 1, 1865, except those comets which are without well ascertained elliptical orbits. Only seven of this great number of heavenly bodies were known to the ancients:

Name.	When, by whom, and where discovered.
PLANETS:	
1. Mercury.....	The Ancients.
2. Venus.....	"
3. Earth.....	"
4. Mars.....	"
5. Ceres.....	January 1, 1801, Piazzi, at Palermo.
6. Pallas.....	March 28, 1802, Olbers, Bremen.
7. Juno.....	Sept. 1, 1804, Harding, Göttingen.
8. Vesta.....	March 29, 1807, Olbers, Bremen.
9. Astraea.....	December 8, 1845, Hencke, Driesen.
10. Hebe.....	July 1, 1847.
11. Iris.....	August 13, 1847, Hind, London.
12. Flora.....	October, 18, 1847, " "
13. Metis.....	April 25, 1848, Graham, Markree.
14. Hygeia.....	April 12, 1849, De Gasparin, Naples.
15. Parthenope.....	May 11, 1850.
16. Victoria.....	September 30, 1850, Hind, London.
17. Egeria.....	Nov. 2, 1850, De Gasparin, Naples.
18. Irene.....	May 19, 1857, Hind, London.
19. Eunomia.....	July 29, 1857, De Gasparin, Naples.
20. Psyche.....	March 17, 1852, " "
21. Thetis.....	April 17, 1852, Luther, Bilk.
22. Melpomene.....	June 24, 1852, Hind, London.
23. Fortuna.....	Aug. 22, 1852, " "
24. Massilia.....	Sept. 19, 1852, De Gasparin, Naples.
25. Lutetia.....	Nov. 15, 1852, Goldschmidt, Paris.
26. Calliope.....	Nov. 18, 1852, Hind, London.
27. Thalia.....	Dec. 15, 1852, " "
28. Themis.....	April 5, 1853, De Gasparin, Naples.
29. Phoebe.....	April 6, 1853, Chacornac, Marseilles.
30. Proserpina.....	May 5, 1853, Luther, Bilk.
31. Euterpe.....	Nov. 8, 1853, Hind, London.
32. Bellona.....	March 1, 1854, Luther, Bilk.
33. Amphitrite.....	March 1, 1854, Pogson, Oxford.
34. Urania.....	July 22, 1854, Hind, London.
35. Euphrosyne.....	Sept. 1, 1854, Ferguson, Washington.
36. Pomona.....	Oct. 26, 1854, Goldschmidt, Paris.
37. Polyhymnia.....	Oct. 28, 1854, Chacornac.
38. Circe.....	April 6, 1855, " "
39. Leucothea.....	April 19, 1855, Luther, Bilk.
40. Atalanta.....	Oct. 5, 1855, Goldschmidt, Paris.
41. Fides.....	Oct. 5, 1855, Luther, Bilk.
42. Leda.....	Jan. 12, 1856, Chacornac, Paris.
43. Lætitia.....	Feb. 8, 1856, " "
44. Harmonia.....	March 1, 1856, Goldschmidt, Paris.
45. Daphne.....	May 22, 1856, " "
46. Isis.....	May 23, 1856, Pogson, Oxford.
47. Ariadne.....	April 15, 1857, " "
48. Nysa.....	May 27, 1857, Goldschmidt, Paris.
49. Eugenia.....	June 23, 1857, " "
50. Hestia.....	Aug. 16, 1857, Pogson, Oxford.
51. Aglæa.....	Sept. 15, 1857, Luther, Bilk.
52. *Melete.....	Sept. 9, 1857, Goldschmidt, Paris.
53. Doris.....	Sept. 19, 1857, " "
54. Pales.....	Sept. 19, 1857, " "
55. Virginia.....	Oct. 4, 1857, Ferguson, Washington.
56. Nemana.....	Jan. 22, 1858, Laurent, Nismes.
57. Europa.....	Feb. 4, 1858, Goldschmidt, Paris.
58. Calypso.....	April 4, 1858, Luther, Bilk.
59. Alexandra.....	Sept. 11, 1858, Goldschmidt, Paris.
60. Pandora.....	Sept. 10, 1858, Searle, Albany, N. Y.

\* Ascertained by calculation to be a new planet, by Schulbert, of Washington.

Name.	When, by whom, and where discovered.
61. Mnemosyne.....	Sept. 22, 1859, Luther, Bilk.
62. Concordia.....	March 24, 1860, " "
63. Elphis.....	Sept. 12, 1860, Chacornac, Paris.
64. Danae.....	Sept. 9, 1860, Goldschmidt, Paris.
65. Echo.....	Sept. 14, 1860, Ferguson, Washington.
66. Erato.....	Sept. 14, 1860, Lesser, Berlin.
67. Ansonia.....	Feb. 10, 1861, De Gasparin, Naples.
68. Angelina.....	March 4, 1861, Temple, Marseilles.
69. Cybele.....	March 8, 1861, " "
70. Maia.....	April 10, 1861, Tuttle, Cambridge, U.S.
71. Asia.....	April 17, 1861, Pogeon, Madras.
72. Leta.....	April 29, 1861, Luther, Bilk.
73. Hesperia.....	April 29, 1861, Schiaparelli, Milan.
74. Panopea.....	May 8, 1861, Goldschmidt, Paris.
75. Niobe.....	Aug. 18, 1861, Luther, Bilk.
76. *Peronia.....	Jan. 29, 1862, Peters, Clinton.
77. Clytia.....	April 7, 1862, Tuttle, Cambridge.
78. Galatea.....	August 30, 1862, Temple, Marseilles.
79. Eurydice.....	Sept. 22, 1862, Peters, Clinton.
80. Freya.....	Oct. 23, 1862, D'Arrest, Copenhagen.
81. Frigga.....	Nov. 12, 1862, Peters, Clinton.
82. Diana.....	March 15, 1863, Luther, Bilk.
83. Euryome.....	Sept. 14, 1863, Watson, Ann Arbor.
84. Sappho.....	May 3, 1864, Pogeon, Madras.
85. Terpsichore.....	Oct.—, 1864, Temple, Marseilles.
86. Not named.....	Nov.—, 1864, Luther, Bilk.
87. Jupiter.....	The Ancients.
88. Saturn.....	" "
89. Uranus.....	March 13, 1781, Herschel, Slough.
90. †Neptune.....	Sept. 23, 1846, Galle, Berlin.

## PERIODICAL COMETS.

1. Encke.....	Nov. 26, 1818, Pons, Marseilles.
2. De Vice.....	August 22, '44, De Vice, Rome.
3. Winnecke.....	March 8, '58, Winnecke, Bonn.
4. Brorsen.....	Feb. 26, '26, Brorsen, Kiel.
5. Biela.....	Feb. 26, '26, Biela, Josephstadt.
6. D'Arrest.....	June 27, '51, D'Arrest, Leipsic.
7. Faye.....	Nov. 22, '43, Faye, Paris.
8. Tuttle.....	Jan. 4, '58, Tuttle, Cambridge, U. S.
9. Peters.....	June 26, '46, Peters, Constantinople.
10. Halley.....	Aug. 15, '62, Flamsteed, Greenwich.
11. Pons.....	July 30, '12, Pons, Marseilles.
12. Olbers.....	March 6, '15, Olbers, Bremen.
13. De Vice.....	Feb. 22, '46, De Vice, Rome.
14. Brorsen.....	July 20, '47, Brorsen, Altona.
15. Tuttle.....	July 18, '62, Tuttle, Cambridge, U. S.
16. Peters.....	July 25, '57, Peters, Albany, U. S.
17. Tebbutt.....	May 13, '61, Tebbutt, Australia.
18. Bremiker.....	Oct. 22, '40, Bremiker, Berlin.
19. Donati.....	June 2, '58, Donati, Florence.

## SATELLITES.

## EARTH.

1. Moon.....The Ancients.

## JUPITER.

1. Io.....January 7, 1610, Galileo, Padua.  
 2. Europa....." " " "  
 3. Ganymede....." " " "  
 4. Callisto.....January 10, 1610, " "

## SATURN.

1. Mimas.....Sept. 17, 1789, Herschel, Slough  
 2. Enceladas.....Aug. 28, " "  
 3. Tethys.....March 1684, Cassini, Paris.  
 4. Dione....." " " "  
 5. Rhea.....Dec. 23, 1672, " "  
 6. Titan.....March 25, 1655, Huygens, Hague.  
 7. Hyperion.....Sept. 16, 1848, Bond, Cambridge, U. S.  
 8. Japetus.....October 25th, 1671, Cassini, Paris.

## URANUS.

1. Ariel.....September 14, 1847, Lassell, Liverpool.  
 2. Umbriel.....January 18, 1787, Herschel, Slough.  
 3. Titania....." 11, 1787, " "  
 4. Oberon....." " " "

## NEPTUNE.

- † Not named.....October 10, 1846, Cassell, Liverpool.

## RINGS OF SATURN.

Name.	When, by whom, and where discovered.
1. *Bright Ring.....	Nov. 12, 1610, Galileo, Pisa, Italy.
2. †Dark Ring.....	Nov. 11, 1850, Bond, Cambridge, U. S.

## VII. Papers on School Examinations.

## 1. OSGOOD TOWNSHIP GENERAL SCHOOL EXAMINATION.

The second annual General Examination of the several schools in the township of Osgood took place on Wednesday, the 23rd ult., in the village of Metcalf. The occasion was one of great interest, alike from the number of schools represented and the character of the examination. People were there from all parts of the township, the number present being computed at not less than five hundred. Every available seat was occupied, and large numbers had to be content with standing room. The examination commenced about 10 o'clock in the morning; and, with only an intermission of one hour for dinner, occupied until 9 o'clock in the evening. The chair was filled by the Rev. James Whyte, Local Superintendent, who performed the onerous and difficult duty devolving upon him with marked ability and the strictest impartiality. The Examiners on the occasion were Messrs. Thorburn, A.M., and McMillan, B.A., the former the principal and the latter the First Assistant Master of the Ottawa Senior Grammar School, and Mr. Ross, School Teacher of Duncanville; and, under three such able teachers, the examination, as might be expected, was most admirably conducted. Seven schools were represented on the occasion. The scholars were examined in no fewer than eleven branches—namely, spelling (50 words), the reading of prose and poetry, writing, grammar, geography, arithmetic, algebra, British History, recitation and composition. For proficiency in each of these branches, prizes, in the form of neatly got up and useful books, were awarded by the Committee: but in addition to these, special prizes, also in books, were given in British History by A. J. Baker, Esq.; composition, by Ira Morgan, Esq.; recitation, by Dr. Allen; algebra, by Rev. George Whyte; reading poetry, by T. Iveson, Esq.; and for the best essay, by teachers, "On the best mode of conducting Common Schools," by the Rev. James Whyte. Taken altogether, the examination was most satisfactory. Especially was it so on the part of the girls, as will be understood when it is stated that they carried off the largest number of prizes. The reading, on the part both of the boys and girls, was hardly so good as might have been desired. In every other branch, more particularly in geography, arithmetic and British History, they acquitted themselves most creditably, the answers in the main being given with promptitude, and exhibiting something more than a mere superficial knowledge of the subjects. In geography, indeed, Mr. Thorburn declared that the proficiency shown was much above the average. Ninety was the number of perfection, and the boy who carried off the first prize, John Bell, was not a great way from reaching it; for the score showed not fewer than seventy-eight points in his favour. Janet Fisher and Eliza Kennedy, who carried off the second and third prizes, scored sixty-eight and sixty-five points respectively. Five compositions were read, all of them very clever, considering the youth of the authors. Four of the number were by girls. Only one essay, "on the best mode of conducting a common school" was presented. The author was Mr. Daniel McPhail; and it is only justice to say that it was not only well written, but that the subject had been carefully considered, and that many sound practical suggestions were offered. The examination having concluded, the prizes in the different branches were then presented to the successful competitors. The prizes having all been presented, the Chairman called upon—Bell, Esq., M.P.P. Mr. Bell, on rising, said—Mr. Chairman ladies, gentlemen and pupils, I feel on this occasion that, by reason of the very short time allowed me, from the fact of the evening being far spent, my words should be like those addressed to a prince, "few and well chosen." When I came here by your kind invitation, it was in the expectation that I would hear a single school examination. To my astonishment I found it was something calculated to be of much greater benefit, and to extend in its influence to a much wider range. Instead of hearing the examination

\* This phenomenon was for a long time an enigma to Galileo and others, and thought to be a sort of *aeolus* or handle to the planet; but in 1656 the illustrious Huygens first suggested the true scientific explanation of the phenomenon by referring it to a bright thin ring encircling the planet.—*De Saturni Luna Observatio Nova*.

† Tuttle, of Cambridge, Mass., first suggested, in 1850, an interior dusky ring as a true explanation of the phenomenon discovered by Bond.—*Annals of the Harvard College Observatory, Art. Saturn*.—*From the Boston Courier*.

\* Discovered by calculation to be a new planet, by Mr. Safford, of Cambridge, U. S.

† Theoretically discovered by Le Verrier and Adams prior to this date.

‡ Confirmed by the observations of Bond, at Cambridge, and Otto Struve, at Pulkova, Russia.

of the classes of a single school, I have witnessed a competitive examination between schools, and not simply of one or two on a set point, nor even two or three, but of the schools of a large and important township. I will only say, from what I have heard, that I cannot too strongly express my approval of the principle which you have adopted. It is sound in itself, and calculated to be productive of the most beneficial results. I was disappointed, but I was agreeably disappointed, and I congratulate you heartily on the result of your exertions in promoting education. But I feel that I should address myself more especially to the pupils. Addressing myself to them, I say boys and girls, I will say to you that I feel a very strong interest in your educational progress, and that I am gratified beyond what I can express to see so much emulation amongst you of a kind which cannot fail to be beneficial. Boys and girls, I address you earnestly. I am anxious to address to you words of advice that will be of benefit to you now and hereafter. After listening attentively to the examination it is only due to you to say that I feel pleased with the progress you have shown, with the readiness with which you have answered the questions put to you. I am glad to see that you appreciate the advantages which you enjoy. In former days such advantages were not known. Neither your parents nor I possessed them. Mark well what I say—it is for your benefit to make the best use of them. By doing so you will be enabled to be useful and valuable members of society, to make your way successfully and honorably through this life, and prepare for that which is hereafter. I have listened with great satisfaction and pride to your examination, and every pupil has acquitted himself and herself creditably. Although each one has not obtained a prize, each one, I am happy to find, has shown a desire to advance; and if that desire continue to be felt, if the same energy be employed, you cannot fail to succeed. The great and important advantages which education affords were well described in that admirable essay on female education, which was read a few minutes ago by one of the young ladies. Did time permit, I should be glad for even a few moments to dwell upon them. But if that essay has made as strong an impression on your minds as upon mine, it is the less necessary that I should now dwell on the subject. All I will say to you on this point is, consider well the sentiments which that essay contained. Although the young lady did not obtain a prize for it, a better considered or more useful subject could not have been presented on such an occasion as the present. To the boys, I would say the advantages which you enjoy are superior to those which were enjoyed by some of the foremost men of our nation—by some who have made for themselves names which have become historical. When we look back at the history of the past, and see the long list of such—men who have made for themselves reputations and names, which are imperishable—men, who, by their genius as statesmen, as writers and as mechanics have changed, even the social condition of the world—I think you may well take courage and endeavor to follow in their footsteps; and if I live to be as old as some of the men who are here to-day, I hope to see some of you among the foremost men of Canada. (Cheers.) Proud will I be to see it; and happy will I be if by any means in my power I can assist to that end. But mark this, greatness is the reward of toil. A life of hopefulness without effort is death to superior excellence. You never can become great or even good without effort. You must aim high; or, in the words of one of the compositions which was this day read, "Aim your arrow high." If I would put this in plain Saxon, I would say let your purpose be high; let your aim be to be great and good. But whatever be your aspirations as to the future whether to be engaged in agricultural or commercial pursuits, whether to be foremost in science, in art, or in literature; whether to be foremost in the pulpit, in the senate or in the halls of justice, let the great and leading principle of your conduct be your duty to your Creator, your parents and your teachers. Remember that great you never can be unless you aim to be good. To the parents of the pupils I would say that you have this day cause to be pleased, and not only pleased but rejoiced. You have seen the results of efforts made by you for your children—satisfactory results to you they must be—but the efforts which brought these about are highly creditable to you, and which by persons of less courage would not have been attempted. You have seen your children acquit themselves in the most creditable and promising manner. Their aim has been high. Whether they have taken prizes or not, they have one and all acquitted themselves well. This reflects credit upon you. It affords proof that you have done your duty. Your children appear to have exerted themselves to the utmost of their power, and let us hope that the result of those efforts, under the blessing of a beneficent Creator, may be as beneficial as each of us would desire. To the teachers, also, a due measure of acknowledgement must be awarded. I have not the pleasure of knowing more than two or three of them, but this day's proceedings has shown that they have fully realized the weight of responsibility devolving upon them, and that they have

not in any measure sought to evade it. That the pupils should have shown as much proficiency is evidence of the anxiety, the attention and the assiduity of the teachers. Their task is one that often fails to receive the reward which is fairly and honestly due to it; but whether they receive it or not, when that task has been performed with diligence, they are entitled to the highest respect from all classes of society. I will now say a word or two bearing in the most general view on the subject of education. There were some excellent remarks in the essay on "Energy:" several truths were well brought out. Amongst other things it was mentioned that, in education, religion should not be forgotten; and although I would not stand here as the advocate of sectarian books in schools, I say also that religion should not be forgotten. Religion is a most important ground work in education. I do not mean sectarianism, but the truths of real religion. There was a remark made by one of the youths, in speaking of the Saxon language, with which I was well pleased. He said that, wherever the Saxon tongue progressed over the earth, it had carried Christianity along with it. That is quite true, although, at the same time, its introduction has been often by means of the sword—has been sometimes introduced in a way in which we should wish it had not been. Nevertheless, while, with that language, commerce has become the hand-maid of the Gospel, and while all the great nations of the earth feel an interest in maintaining the truths of Christianity, I trust those truths will ever retain a first place in our educational institutions. (Cheers.) In conclusion, I assure you all that I have spent a most agreeable evening; and I will only say further that, if spared, I shall make it my duty to be present on all subsequent occasions of this kind. I hope that all the school sections will see the importance of being present at them; that they will do their utmost to make them serviceable; and that they will endeavour to maintain them with increasing usefulness and efficiency. I thank you for your kind attention. (Applause.)

The Chairman had much pleasure in calling upon him to say a few words. Mr. Dow, the Reeve, on rising, said—At this late hour you need not expect to hear anything like a speech from me. I will only say a word or two with regard to what the Council has done. Three years ago, we somewhat reluctantly voted to lay aside a certain sum of the public money for the purpose of bringing all the schools together for examination. But the success which has attended the examination to-day—the large assemblage which has been present throughout the whole of it, protracted though it has been—must satisfy us all that that part of our conduct has been approved at any rate. I have no further remarks to make. I am well pleased at seeing so many present here to-day. Mr. Bell has told you so expressively the advantages that are to be derived from education that anything I could say would add nothing to it. (Applause.)

Rev. Mr. McPhail said—I feel that to-night I should waive the privilege of speaking in favour of those who are not in the habit of addressing you. We who are residents of the township are often called upon to say something: I would, therefore, prefer on this occasion to make way for others, only saying one or two words myself. I am glad to observe a marked improvement in the pupils all round. I am exceedingly satisfied with the manner in which the examination has been conducted. It is certainly preferable to what we had in times past, and I feel grateful to the friends who have come from Ottawa to assist us. I think justice has been done to the utmost of our ability—of theirs especially; and I trust next year's meeting will show a manifest progress over the present.

Mr. Thorburn said that he fully concurred with what Mr. Bell and the previous speakers had said as to the very creditable appearance made by the pupils in the examination. He did not see that he could say anything additional to what had already been so well said; nor would he, therefore, at this late hour detain them by any lengthened remarks of his. He had been extremely gratified in seeing so many present during the day, and giving such marked attention to the proceedings—thus showing the deep interest they took in the important work of education. Referring to the interest shown by the pupils, and the very satisfactory manner in which they had acquitted themselves in the different branches, he said that he could not refrain from contrasting an occasion like the present with one which some of them might have seen mentioned by Dr. John Brown in his "Spare Hours." Travelling in the Highlands of Scotland, along with a friend, they happened to come to a village where a school examination was to take place, and having little else to do they went in to witness the proceedings. No sooner had they made their appearance than the eyes of all the scholars were at once fixed upon them, scrutinizing them from head to foot. Every eye was full of life and mental activity. The work of the day, however, soon commenced, and then—what a change came over the spirit of their dreams! The eyes, which before were beaming with intelligence, became dull and heavy; they were like windows with the blinds drawn; their jaws fell; their faces became

elongated; and their answers to the questions put to them showed but too plainly that all was mechanical—that they were answering merely by rote, without understanding what they were saying. The question being asked "for what is Sheffield famous," one of the urehins, with a shock of red hair, shouted out something like "cutlery" than anything else. "And what was cutlery?" All the blinds down—no response. Dr. B. happening to have a knife in his pocket took it out, and sent it round the class for inspection. The blinds were at once drawn up, and all eyes were again full of intelligence. He then explains that whatever cuts is "cutlery," such as knives, scissors, &c. At the close of the examination, the Minister, who was examining the school, after complimenting the teacher and scholars, concluded by thanking the landed proprietor of the parish for the countenance and support given to this *ancient cemetery of education*. Yes! *cemetery* indeed! the blind leading the blind. Mr. Thorburn was sure that the same could not be said of his young friends before him. Their blinds had been up all day, and they showed by their intelligent answers that they understood and appreciated what they had been learning. That education is worth very little which does not rouse the energies of the mind, and make one think for himself. Knowledge is to the mind what fuel is to a fire. You may heap coals on the one without measure, but unless the fire penetrates, fuses and appropriates the coals, the more you put on it the more likely is it to be smothered. So is it with the mind. A man may have his head full of facts, and dates, and yet he may be very far from being educated in the true sense of the term. Before sitting down, he said it had done him good to see the leading gentlemen in this community taking such a warm and active interest in education.

After Mr. McMillan had made a few remarks, the Chairman called upon Mr. Taylor, of the *Ottawa Citizen*, to say a few words. Mr. Taylor, on rising, expressed his acknowledgements for the courtesy and attention which had been shown to him. Referring generally to the examination, he declared his conscientious approval of the favorable opinion of it which had been expressed by Mr. Bell and others, remarking that, in his judgment, the examination could not have been more satisfactory, whether viewed in relation to the manner in which it had been conducted, in its results, or in the interest which had been manifested in it by so large and intelligent an assemblage of the residents of the township, and by others from a distance.

The Chairman—In closing the proceedings, which have been of an exceedingly interesting character, I have just to express the satisfaction which it has given me to find that this examination has shown a marked improvement over that of last year, not in one branch alone, but in all. I must at the same time say that we are much indebted to those gentlemen who have kindly given special prizes. One of them is unavoidably absent. I allude to the Rev. Mr. White, of Metcalfe, who, if he had been present, would have afforded us valuable aid. I have now to wish you, in our good old Saxon, "good night," and at the same time all the compliments of the season.—*Ottawa Citizen*.

## VIII. Miscellaneous.

### 1. MY BABY'S SHOE.

There it stands,  
A tiny shape before me,  
Plump and round—  
The cunning little thing!  
Smooth, and bent,  
And full of shiny creases,  
Binding torn,  
And with a broken string!  
Yet in spite  
Of all its dents and wrinkles,  
Toe and heel  
Bent up, like a canoe,  
Naught could be  
More tenderly expressive,  
Than, to me,  
My baby's little shoe!

White the foot,  
The dainty foot that fills it—  
Human snow,  
That's run a mould within!  
Not a bone  
O'er all the polished plumpness,  
Not a spot.  
Upon the satin skin!  
Now it creeps—  
My bird!—from off the carpet

Picking specs,  
While others laugh and talk.  
Now it stands,  
And smiling toddles toward me,  
With a droll  
And tipsy little walk!

Why should tears  
Disturb so sweet a vision?  
Ah! there's one,  
Who ne'er will ope the door,  
And with eyes  
All sparkling with affection,  
Catch thee, sweet,  
And kiss thee, o'er and o'er!  
Dead, my babe—  
Alas, thy youthful mother!  
In her tomb,  
That looks toward the sea,  
Calm she sleeps!  
While all in vain thy father  
Strives to be,  
What *she* to thee would be!

Who will guide  
Those doubtful little footsteps,  
O'er so harsh

And rough an earthly sod?  
Who like her  
Could guard and guide my dar-  
ling,  
Walk so near  
To goodness, and to God!  
Close she walked!

So close, the Father took her  
By the hand,  
And led her to His Home!  
There she lives:  
And longingly she watches  
For the hour,  
When He shall bid us come!

### 2. MY DARLING'S SHOES.

God bless the little feet that can never go astray,  
For the little shoes are empty in the closet laid away!  
Sometimes I take one in my hand, forgetting, till I see  
It is a little half-worn shoe, not large enough for me;  
And all at once I feel a sense of bitter loss and pain,  
As sharp as when two years ago it cut my heart in twain.

O, little feet that wearied not, I wait for them no more.  
For I am drifting with the tide, but *they* have reached the shore;  
And while these blinding tear-drops wet these little shoes so old,  
I put on them a value high above their price in gold;  
And so I lay them down again, but always turn to say—  
God bless the little feet that *now* so surely cannot stray.

And while I thus am standing, I almost seem to see  
Two little forms beside me, just as they used to be?  
Two little faces lifted with their sweet and tender eyes!  
Ah me! I might have known that look was born of Paradise.  
I reach my arms out fondly, but they clasp the empty air!  
There is nothing of my darlings but the shoes they used to wear.

O, the bitterness of parting cannot be done away  
Till I see my darlings walking where the feet can never stray;  
When I no more am drifted upon the surging tide,  
But *with them safely* landed there upon the river side;  
Be patient, heart! while waiting to see *their* shining way,  
For the little feet in the golden street can never go astray.

### 3. THE QUEEN'S CHILDHOOD.

In the second volume of the "Passages of a Working Life," the following little reminiscence of the year 1837, while Mr. Knight lived at Brompton, occurs:—

I delighted to walk in Kensington Gardens, sometimes on a holiday afternoon with my elder girls—more frequently in the early morning, on my way to town. Gleaning in the intervals of my present task of reviving old memories, at the work of a poet, who ought to be more widely known, I find these lines:

Once as I strayed, a student happiest then,  
What time the summer garniture was on,  
Beneath the princely shades of Kensington  
A girl I spied, whose years might number ten,  
With full round eyes and fair soft English face.

In such a season when the sun was scarcely high enough to have dried up the dews of Kensington's green alleys, as I passed along the broad central walk, I saw a group on the lawn before the Palace, which to my mind was a vision of exquisite loveliness. The Duchess of Kent and her daughter, whose years then numbered nine, are breakfasting in the open air—a single page attending on them at a respectful distance, the matron looking on with eyes of love, while the fair soft English face is bright with smiles. The world of fashion is not yet afloat. Clerks and mechanics passing onward to their occupations, are few; and they exhibit nothing of that vulgar curiosity which I think is more commonly found in the class of the merely rich than in the ranks below them in the world's estimation. What a beautiful characteristic it seems to me of the training of this royal girl that she should not have been taught to shrink from the public eye, that she should enjoy the freedom and simplicity of a child's nature—that she should not be restrained when she starts up from the breakfast table and runs to gather a flower in the adjoining pasture—that her merry laugh should be as fearless as the notes of thrushes round her. I passed on and blessed her; and thank God I have lived to see the golden fruits of such training.

### 4. THE MAUSOLEUM AT FROGMORE.

The mausoleum in course of construction by the Queen for the late Prince Albert is a building of noble proportions, and is adorned with costly stones and marble, is approached by a flight of steps furnished with stone balustrading. At the top of the steps is an open portico of elegant design, within which is a door, having over it a coat of arms and the monogram "V. A." entwined on each side of it. Beneath the coat of arms is a brass tablet, with raised Latin inscription, recording the death of the late Prince, while the roof of the portico has been decorated with Venetian mosaics, representing a blue sky with golden stars and other ornaments. The

interior of the mausoleum contains the tomb of the Prince, the remains, it is understood, being interred at present in a temporary sarcophagus till the building is furnished, when they will probably be placed in the massive granite sarcophagus lately received from Scotland.

### VIII. Departmental Notices.

#### SUBJECTS OF EXAMINATION OF CANDIDATES (NOT BEING UNIVERSITY GRADUATES,) FOR MASTERSHIPS OF COUNTY GRAMMAR SCHOOLS IN UPPER CANADA.

Prescribed, in accordance with the provisions of the twelfth section of the Upper Canada Consolidated Grammar School Act, which requires that "Teachers of competent ability and good morals" shall give "instruction in all the higher branches of a practical English and Commercial education, including the Elements of Natural Philosophy and Mechanics, and also in the Latin and Greek languages and Mathematics, so far as to prepare Students for University College, or any College affiliated to the University of Toronto."

The provisions of the Grammar School Law which require candidates for Masterships in Grammar Schools to be examined, are as follows :

"12. No person (except a Graduate of some University) shall be appointed Master of a Grammar School unless he has previously obtained a certificate of qualification from a Committee of Examiners (one of whom shall be the Head Master of the Normal School) appointed by the Council of Public Instruction."

The Certificates given by the Committee of Examiners are of two classes. The holder of a certificate of either class will be entitled to teach a Grammar School in any part of Upper Canada, until his certificate is either revoked or recalled. The subjects of examination for each class of certificate are as follows :

#### SUBJECTS OF EXAMINATION FOR A SECOND CLASS CERTIFICATE.

(Being the subjects of examination for the Junior Matriculation in the University of Toronto, as prescribed by the Senate in 1864.)

##### GREEK AND LATIN LANGUAGES.

Lucian, Charon and Life. Cicero, for the Manilian Law.  
Homer, Iliad, B. I. Virgil, Æneid B. II.  
Translation from English into Latin prose.

##### MATHEMATICS.

Arithmetic.  
First Four Rules of Algebra, and Simple Equations.  
Euclid, B. I.

##### MODERN LANGUAGES.

English Grammar.  
French Grammar and Exercises.  
Voltaire, Histoire de Charles XII, Bb. I. II. III.  
Cornellia, Horace, Act IV.

##### HISTORY AND GEOGRAPHY.

Outlines of English History to the present time.  
Outlines of Roman History to the death of Nero.  
Outlines of Grecian History to the death of Alexander.  
Outlines of Ancient and Modern Geography.

Examination in the following subjects is also required for a Second Class Certificate :—

##### ELEMENTS OF NATURAL PHILOSOPHY.

###### Mechanics.

Explain the composition and resolution of statical forces.  
Describe the simple machines (mechanical powers.)  
Define the Centre of Gravity.  
Give the general laws of motion, and describe the chief experiments by which they may be illustrated.  
State the law of the motion of falling bodies.

###### Hydrostatics, Hydraulics and Pneumatics.

Explain the pressure of liquids and gases; its equal diffusion and variation with the depth.  
Define specific gravity, and show how the specific gravity of bodies may be ascertained.  
Describe and explain the barometer, the siphon, the common pump and forcing pump, and the air pump.

##### Acoustics.

Describe the nature of sound.

##### Optics.

State the laws of reflection and refraction.  
Explain the formation of images by simple lenses.

##### Astronomy.

Motion of the Earth round its axis and round the Sun; with applications of these motions to explain the apparent movements of the Sun and Stars, the length of days, and the change of seasons—explanation of Eclipses and the Moon's Phases.

##### ELEMENTS OF CHEMISTRY.

Properties of matter, aggregation, crystallization, chemical affinity, definite equivalents.

Combustion, flame; nature of ordinary fuel; chief results of combustion—i. e., the bodies produced.

Heat: natural and artificial sources; its effects. Expansion: solids, liquids, gases. Thermometer: conduction, radiation, capacity, change of form; liquefaction; steam.

The atmosphere: its general nature and condition; its component parts. Oxygen and nitrogen: their properties. Water and carbonic acid. Proportions of these substances in the air.

Chlorine and Iodine, as compared with oxygen.

Water: its general relation to the atmosphere and earth; its natural states and degree of purity. Sea water, river water, spring water, rain water. Pure water: effects of heat and cold on it, its compound nature its elements.

Hydrogen: its proportion in water; its chemical and physical properties.

Sulphur, phosphorus, and carbon generally.

Nitric Acid, sulphuric acid, carbonic acid, hydrochloric acid; their properties and uses.

Alkalies, earths, oxides generally.

Salts: their nature generally. Sulphates, nitrates, carbonates.

Metals generally: iron, copper, lead, tin, zinc, gold, silver, platinum, mercury.

The chief proximate elements of vegetable and animal bodies: their ultimate composition.

#### SUBJECTS OF EXAMINATION FOR A FIRST CLASS CERTIFICATE.

Are 1st. The subjects of examination for a Second Class Certificate; and 2ndly, examination in the following additional branches:—

(Being the subjects of examination for the Senior Matriculation in the University of Toronto, as prescribed by the Senate in 1864.)

##### GREEK AND LATIN LANGUAGES.

Xenophon, Anabasis, B. V. Ovid, Fasti, B. I.  
Homer, Iliad, B. VI. Horace, Odes, B. III.  
Translation from Eng. into Lat. prose. Livy, B. V. ch. i. to xxv. inclusive.

##### MATHEMATICS.

Arithmetic.  
Algebra.  
Euclid, Bb. I. II, III, IV, and VI, and Definitions of B. V.  
Plane Trigonometry, as far as the solution of Plane Triangles.

##### MODERN LANGUAGES.

English Composition.  
(Orthographical, Etymological and Rhetorical forms of Eng. Language.  
History of English Literature from Edward III. to James I, inclusive.  
French Grammar.  
Montesquieu, Grandeur et Décadence des Romains.  
German Grammar.  
Adler's German Reader, Parts I. and II.  
History of German Literature, (Gostick periods 1, 2, 3 and 4).

##### ELEMENTS OF MINERALOGY AND GEOLOGY.

The properties and distinctive characteristics of the commonly occurring minerals and metallic ores.

The structural characters, condition of occurrence, and classification of rocks generally.

Geological phenomena now in action, with theory of springs, currents, tides, winds, &c.

##### ELEMENTS OF NATURAL HISTORY:

Elements of General and Comparative Physiology.  
Elements of Botanical Science, structural and systematical.

The Committee of Examiners appointed by the Council meets in the Normal School Building, Toronto, on the first Monday of January and the last Monday of June in each year. Candidates are required to send in their names to the Chairman of the Committee one week previously to the day of examination.

EDUCATION OFFICE,  
TORONTO, January, 1865.



# **PROVINCIAL CERTIFICATES GRANTED BY THE CHIEF SUPERINTENDENT OF EDUCATION.**

The Chief Superintendent of Education, on the recommendation of the masters of the Normal School, and under the authority of the following section of the Upper Canada Consolidated Common School Act, 22 Victoria, chap. 64, has granted to the undermentioned Students of the Normal School, Provincial Certificates of Qualification as Common School Teachers in any part of Upper Canada :

" 107. The Chief Superintendent of Education, on the recommendation of the Teachers in the Normal School, may give to any Teacher of Common Schools a Certificate of Qualification, which shall be valid in any part of Upper Canada until revoked; but no such Certificate shall be given to any person who has not been a Student in the Normal School."

The certificates are divided into classes, in harmony with the general programme, according to which all teachers in Upper Canada are required to be examined and classified, and are valid until revoked, or until the expiration of the time mentioned in the certificate.

Each certificate is numbered and recorded in the Register of the Department, in the following order :

THIRTY-SECOND SESSION.—DATED 22ND DECEMBER, 1864.

## **MALES.**

<b>First Class.—Grade A.</b>	1941 Jennison, Reuben Robinson, (1859.)
1919 Cavanagh, William Herbert	1942 Murch, Thomas (1861.)
1920 McColl, Hugh (1847.)*	1943 Smith, Thomas.

<b>First Class.—Grade B.</b>	<b>Second Class.—Grade B.</b>
1921 Ayers, William (1748.)	1944 Carley, Abram.
1922 Cain, James (1850.)	1945 Giffillan, James.
1923 Chambers, John.	1946 Harman, Reuben P.
1924 Haggerty, Hugh (1858)	1947 Lewis, Richard.
1925 Langdon, John (1464.)	1948 Macales, George W.

<b>First Class.—Grade C.</b>	1949 Morton, Andrew.
1926 Maloy, Hiram (1873, 1453)	1950 Moulton, Proctor.
1927 Metcalf, John Henry (1860.)	1951 Murray, John.
1928 Murphy, John Joseph (1755)	1952 McCallum, Malcolm (1862.)
1929 McLean, Peter (1876.)	1953 McCrimmon, Angus.
1930 Page, Thomas Otway.	1954 Robertson, James.
1931 Russell, John Rowe (1877.)	1955 Sanderson, Robert (1577.)
	1956 Wilkins, David Francis Henry
	1957 Wilson, Josiah.
	1958 Wilson, Samuel.

<b>Second Class.—Grade A.</b>	<b>Second Class.—Grade C.</b>
1932 Abbott, John Thomas (1747.)	[ <i>Expire one year from date.</i> ]
1933 Balderson, Thomas (1849.)	1959 Dunn, Robert.
1934 Brown, George.	1960 Eccles, Daniel.
1935 Oalliman, Thomas (1845.)	1961 Gray, Samuel.
1936 Campbell, James (1852.)	1962 Jessop, Elisha.
1937 Crawford, Allen.	1963 Johnson, Charles Richard.
1938 Farrington, James (1872.)	1964 Jupp, William.
1939 Gregory, Thomas (1857.)	1965 Richard, Alexander.
1940 Hay, Andrew.	1966 Richardson, Joshua John.

## **FEMALES.**

<b>First Class.—Grade A.</b>	1976 Ewan, Janet (1890.)
1967 Duck, Mary Jane (1809, 1880.)	1977 Harcus, Mary (1916.)
1968 Rees, Catherine McCandide (1881.)	1978 Turner, Maria Jane (1911.)

<b>First Class.—Grade B.</b>	1979 Coyne, Maria Hamilton (1816.)
1969 Anker, Mary Anne (1496, 1882.)	1980 Cusack, Amelia (1914.)
1970 Cantlon, Elizabeth (1889)	1981 Forster, Mary Teifer.
1971 Churchier, Annie (1816, 1883.)	1982 Horgan, Mary Rebecca, (1717, 1798.)
1972 Legge, Isabella (1892.)	1983 Jennings, Hannah Augusta.
1973 O'Brien, Eliza (1707, 1808, 1884.)	1984 Jones, Anna Elizabeth (1238, 1891.)

<b>First Class.—Grade C.</b>	1985 Lamb, Susannah (1718, 1822, 1891.)
1974 Cameron, Anna Isabella. (1811, 1887)	1986 Martin, Elizabeth Margaret (1705, 1824, 1893.)
1975 Elliott, Margaret (1901.)	1987 McBean, Isabella (1917.)
	1988 McIntosh, Margaret (1905.)

\* The figures in brackets indicate the number of a previous certificate obtained by the student named.

1989 Sinclair, Janet (1885, 1909.)	2006 Rawson, Elizabeth Anna.
1990 White, Eleanor.	2006 Ridd, Isabella.

## **Second Class.—Grade B.**

1991 Banan, Jane A.	2007 Seobia, Sarah Emily Alexandra.
1992 Crawford, Elizabeth.	2008 Short, Mary.
1993 Dingman, Margaret Mahala.	2009 Strickland, Elizabeth.
1994 Dobbin, Emma W.	2010 Sutherland, Annie Agnes.
1995 Ellis, Hannah Cassandra.	<b>Second Class.—Grade C.</b>
1996 Gemmell, Jessie.	[ <i>Expire one year from date.</i> ]
1997 Greeve, Ellen.	2011 Oone, Julia.
1998 Lees, Henrietta.	2012 Dodds, Margaret.
1999 Mainprize, Sarah.	2013 Henderson, Margaret Jane.
2000 Marling, Mary Ellen (1916.)	2014 Hodgins, Jane.
2001 Montgomery, Esther Emily.	2015 Kennedy, Jane.
2002 Nixon, Kate.	2016 McNaught, Fanny.
2003 Palmer, Sarah Ann.	2017 McNaughten, Margaret.
2004 Pettinger, Mary.	2018 Sefton, Annie Maria.
	2019 Sutherland, Jennie Helena.

## **EXPIRED CERTIFICATES.**

The certificates of the *Second Class, Grade C*, granted subsequently to the Nineteenth Session, have been limited to one year from their respective dates. Lists of certificates which expired before December 1864, have already appeared in the *Journal of Education*, and the following list comprises those which expired on the 22nd of that month.

## **MALES.**

1778 Obtained <i>Second Class A.</i> (1843.)	1782 Oles, John.
1779 Braiden, Wilson.	1783 Parsons, John.
1780 Titchworth, Ira Cyrus.	1784 Pritchard, James.
1781 McKellar, Hugh.	1785 Obtained <i>Second Class B.</i> (1863.)

## **FEMALES.**

1830 Baldwin, Louisa.	1834 Obtained <i>Second Class B.</i> (1906.)
1831 Obtained <i>Second Class B.</i> (1896.)	1885 Obtained <i>Second Class B.</i> (1909.)
1832 Belfry, Sarah Ann.	1886 Stanley, Catherine Penelope.
1833 Obtained <i>Second Class B.</i> (1898.)	

\* A Certificate has no legal value after the date of its expiration.

ALEXANDER MARLING, LL.B.,  
Registrar

Education Office,  
Toronto, January, 1865.

## **LARGE MAP OF BRITISH NORTH AMERICA.**

New Map of British North America, including Nova Scotia, New Brunswick, Prince Edward Island, Newfoundland, Vancouver Island, British Columbia, Red River, Swan River, Saskatchewan; a Map of Steamship Routes between Europe and America, &c. &c. 7ft. 9in. by 3ft. 9in. Constructed and just published under the supervision of the Educational Department for Upper Canada. Price \$6.

## **PORTABLE COMPOSITION BLACKBOARDS.**

THIS substitute for the Blackboard is made of Canvas, covered with successive coats of Composition until it is of a sufficient thickness to be rolled up without injury. It is mounted on a portable wooden frame, 3 feet 6 inches high by 2 feet 6 inches wide. It may be obtained at the Educational Depository—Price \$2.

It possesses the following advantages over the ordinary painted blackboard:—

1. It can be removed to any part of the School-house, and is invaluable for separate classes.
2. It is not so liable to be scratched with chalk as the common blackboard.
3. When it is not required for use, it can be rolled up in a small compass, and laid aside.
4. Both sides can be used, so that two classes may be kept at work at the same time.

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Education Office, Toronto.

april 7,

# JOURNAL OF

Upper



# EDUCATION,

Canada.

VOL. XVIII.

TORONTO: MARCH, 1865.

No. 3.

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## PAPERS RELATING TO THE INDIANS OF CANADA.

### I. INDIAN SCHOOLS OF UPPER AND LOWER CANADA.

In 1856 the Governor General issued a commission to Richard T. Pennefather, Froome Talfourd, and Thomas Worthington, Esquires, directing them to enquire into the condition of the various Indian Tribes of Canada. The Commissioners prepared an elaborate report in 1858, which contained a great deal of most valuable and interesting information, relating to the past and present history of these tribes, and also various practical suggestions for the continued amelioration of their condition.

Up to 1860, the Chief Superintendent of Indian affairs in Canada, was appointed by the Hon<sup>ble</sup> Government, and the office was held by the Private Secretary to His Excellency the Governor General. In that year, however, a change was made, and the Department was transferred to the Canadian Government. The Commissioner of Crown Lands is now, *ex officio*, head of the Indian Department; but its management chiefly devolves upon the Deputy Superintendent of Indian affairs, whose whole time is devoted to the business of the Department. Not only is the management of the Indian Lands, payment of annuities to the tribes and other matters connected with their civil interests confided to this Department, but also the control of the schools established among them. As the Indians are relieved from all school taxation, no part of the school fund is paid in support of their schools, nor does the school law of either Province apply to them. The Indian schools are not, therefore, under the supervision of either of the Departments of Education for Upper or Lower Canada. We have selected the following

items of information relating to the various Indian schools in the Province, from the "Report on Indian Affairs," "for the half year, ending June, 1864." In that report, Mr. William Spragge, Deputy Superintendent of Indian Affairs, says:—"Another subject of very considerable interest is the education of the Indian people. To this subject the Department is continually giving its attention. One of the new schools brought into existence during the past year is that established for the benefit of the Micmacs, settled in the Township of Maria, to the southward of the Restigouche. The new school is under the supervision of Ralph Dimock, Esq., the superintendent of Public Schools in the adjacent settlements. Upon the Restigouche, at Mission Point, is another school attended by the children of Micmac Indians, and likewise assisted from funds managed by this Department. It is believed to be very efficiently conducted, under the supervision of the Rev. Mr. Saucier. In Western Canada, among the Indian schools lately established, is a second school among the Mississaguas of the New Credit Settlement, and another at Little Current on the Great Manitoulin Island conducted by Mr. Burkitt, and supported by one of the Church Societies, unaided by Indian funds. Upon the Grand River, the New England Society which has done so much in the cause of education among the Six Nation Indians, has extended its Institution, established in the vicinity of Brantford."

The following contains some detailed information in regard to the principal Indian schools in Canada:—

### EXTRACT FROM CORRESPONDENCE RELATING TO SCHOOLS AMONG THE INDIANS: THEIR CONDITION AND PROSPECTS, ETC.

Statement received from Mr. Superintendent Bartlett, with letter of 11th January, 1865.

**SAUGEEN.**—There are two Indian Schools here. One in the village kept by Henry S. Jones, an educated Indian, since the 1st of October last. His salary of \$200 a year is paid by the Wesleyan Society.

The average daily attendance has been 10 out of 27, 11 of these children have been away with their parents hunting.

13 boys, of whom 4 read 1st, 2nd, and 3rd books. 9 spell.

15 girls, of whom 4 read 1st, 2nd, and 3rd books. 10 spell.

4 boys and 4 girls write and study arithmetic. 1 geography and maps.

The second school is taught at French Bay, 5 miles from the Indian village school, where there is a large settlement of Indians living on their respective farm lots.

This school is taught by Mr. John Scott, a white man, who was appointed by the Wesleyan Society, but whose salary is paid from Indian Funds at the rate of \$200 a year. On the strength of this sum being voted by the Indians, the above society duplicate that amount for the salary of Henry Jones, the teacher of the other school. The Society of Friends also contribute \$25 a year to this school.

I had a personal interview and conversation with Mr. Scott in regard to this school. He is well fitted for his duty, and takes great interest in the Indian children.

I must certainly say, from personal observation, as far as the Indian schools in this superintendency are concerned, that the Wesleyan Society use great caution in the choice and appointments of the Teachers for Indian schools,—good moral character combined with proper qualifications, being specially regarded. The return for this school is number of pupils on roll: boys 21, girls 18. Total 39.

Average weekly attendance .....	70
“ daily “ .....	14
Total in 7 months.....	1986
Number spelling (cannot read) .....	16
“ in reading .....	17
“ arithmetic.....	13
“ geography.....	7
“ writing .....	13

The missionary at this station, the Revd. Mr. Cooley, states that their Society has a Sabbath School which has given great satisfaction the past year.

The following are its statistics:—

No. on the roll: 14 boys, 21 girls.....	35
Average attendance .....	20
No. in Bible Class .....	12
Library, No. of Volumes .....	150
Sunday School Advocates (newspaper) taken.....	12

I regret to say from Mr. Cooley's Report that mortality in this band seems to be on the increase. He has buried 4 in 3 weeks.

**CARR CROKER.**—The school at this station is taught by John Jacobs, an Indian, and brother of the late Revd. Peter Jacobs, Church of England Missionary at Manitoulin Island.

Mr. Jacobs salary is \$200 a year paid by the Church of England Missionary Society.

No. of children in attendance 20 to 30.

Read and spell in 1st book, 10; 2nd book, 10; 3rd book, 2.

Number that write, 10.

Most of them cipher in the four first rules of arithmetic.

The Indians expressed to me their entire satisfaction with the progress the children had made under Mr. Jacobs, who says in a letter to me, most of the children began from the alphabet, and that for the 18 months he has taught them he has seen a great improvement.

After each lesson they read he explains the meaning to them in Indian, and asks them questions in both languages. They can now understand and speak a good many words in English.

**CHRISTIAN ISLAND.**—The teacher to the Indian School on this Island is a white woman—Miss Charlotte Adams, who is appointed by the Wesleyan Society. Her salary of \$100 a year is paid from Indian funds, and it is intended to add another \$100 by the Society.

Miss Adams has been a good deal amongst the Indians, and knows a little of the language; she is well adapted and well qualified for a teacher, and a better selection for the Indian children could not have been made.

No. of pupils on register, boys, 29; girls, 29. Total, 58.

No. of pupils now in attendance, boys, 15; girls, 15. Total, 30.

Average attendance, boys, 7½; girls, 6. Total, 13½.

Lowest average monthly attendance is 11½.

Highest “ “ 16½.

Books used are National Series.

No. in Alphabet, 14.

No. in 1st book, 21; 2nd book, 16; 3rd book, 3.

Arithmetic is taught simultaneously to the whole school on the black board with illustrations.

Geography, as above from the maps.

All the children write on their slates till they learn the forms of the letters.

**SKUGOG ISLAND.**—There is no school here, nor has there been any for many years. The band is very small, there being not more than 8 or 10 children of an age to go to school.

**MUD LAKE.**—The school here is supported by the New England Society. The Teacher is James Schofield for the boys; Mrs. Schofield for the girls.

Boys at school .....	14
Girls “ .....	11—25
Average daily attendance .....	18
Number who spell .....	12
“ who read .....	20
“ study arithmetic .....	12
“ “ geography .....	3
“ writing .....	16

A small farm is attached to this school upon which the boys are required to work an hour each day.

**ALNWICK.**—The only Report received from this school is for the quarter to 30th Sept. 1864, viz:

No. of boys, 26; girls, 19. Total, 45. White children at the school, 6.

The teacher is a very competent young man, son of the Rev. Mr. Madden, the Wesleyan Missionary at this station.

Mr. Thos. E. Madden's salary is \$200 a year paid by the above society. He holds a second class certificate as a Teacher.

**EXTRACT from Superintendent Gilkison's letter accompanying his Report on the Grand River Indian Schools.**

The number of Schools among the Six Nations are eight, and the Mississaugas have two, or ten in all. The first seven schools are under the superintendence of the Rev. Mr. Nelles, who kindly furnished the information regarding them, and in his letter states:—“Four of the teachers are Indians, who were educated at the Mohawk Institution (school No. 1), where the children are boarded, clothed, and educated, thus securing regular attendance, and consequently the improvement of the children is very satisfactory.

“In addition to the ordinary branches of an English education, the boys are instructed in agriculture, and the girls in sewing spinning, knitting, &c.

“The other six are Day Schools, at which the attendance of the children is very irregular, and on this account their progress is slow and unsatisfactory.”

The 8th school is under the charge of the Rev. Mr. Germaine, Wesleyan Missionary; and the 9th School under the care of the Rev. Mr. Lawson, of the same Mission. The 10th is a new school, lately established, and has a Board of Trustees from the New Credit Band. Some children from the white settlers, in the Township of Walpole, attend this school, paying the teacher 25 cents each, per week.

A substantial addition has been made to the Mohawk Institute, which now affords accommodation for one hundred children.

The New England Society is thus conferring immense benefits upon the Indian people, who will, no doubt, appreciate them.

It may be observed that the capacity of Indian children for learning is quite as good as that of the whites.

**EXTRACT from letter of W. Livingston, Indian Commissioner, dated at Delaware, 2nd January, 1865.**

“I find, by reliable information furnished by the Rev. Abraham Sickles and William Dextater, that the present population of the Oneida Band is, in round numbers, six hundred, and they are gradually increasing. As Christians, they are divided into two denominations—Church of England and Methodists. The Rev. R. Flood had the Church people under his care for some years, Mr. Potts having been sent thither under the auspices of the Colonial Church and School Society, as schoolmaster and catechist. Mr. Potts eventually took orders, and was their Missionary till within a few months back, when he was incapacitated by an illness which terminated in his death, about three weeks ago. William Dextater, a good Indian, has acted, and still acts, as a sort of catechist; but, he tells me, they have had no school since Mr. Potts was ordained, a circumstance his people much regret, as the children of the professing members of the Church are numerous. The Methodists, on the other hand, have an efficient organization under the Rev. A. Sickles, and have also a teacher in their school named Francis G. H. Wilson, whose salary (\$160.00 per annum) is paid by the Wesleyan Missionary Board Fund. The present attendance of children is neither large nor regular. In warmer weather, from 20 to 30 children attend. The branches taught are the common series of school books, with which, however, the school is rather inadequately furnished.”

**EXTRACT from letter from S. Colquhoun, Indian Agent, dated Cornwall, 12th December, 1864.**

I have to inform you that the school at St. Regis has been closed for this year past, as Mr. McDonell, the late teacher, left and was to return soon, but has not done so, for the reason that his salary was kept back by the Board of Education for Lower Canada, to whom the school reports have been sent for the last few years, and

not through me to the Indian Department, as formerly had been done.

*EXTRACT from letter of Rev. P. J. Saucier, dated Mission of Restigouche, 22nd December, 1864.*

The number of children that have attended the school this year is:—Males, 33; females, 31; total, 64.

English and French are the two languages taught in the school. The children are learning the reading, writing, and spelling, by heart, and learning by heart some pieces of their books, translating, table of multiplication, arithmetic, and geographical map.

The study of the globe would be a great benefit to the children. This study would give them a great knowledge of the different parts of the world, but until now, the school had no means sufficient to get one. These are the several branches taught in the school at Restigouche. The name of the teacher is Joseph Dorais, a young man from the district of Montreal.

His salary is £50 a year. He receives payment from three sources—from the Department of Education, from the Indian Department and from the people of his mission; but the Indians being so poor that I can raise but a few dollars from them.

The following table contains various items of statistical information in regard to all of the Indian schools in Canada.

The following miscellaneous items are taken from the report.—

*The Receipts and Expenditures* of the Indian Department are as follows:—The receipts for lands and timber for the half-year commencing 1st January and ending 30th June, 1864, were \$33,907.78; interest and investments for the same period, \$43,734.57; annuities and grants, \$17,310.00; making a total of \$95,042.35. The payments, comprehending annuity and interest money, made to Indians, and including salaries, surveys and incidental expenses, amounted, for the same period, to \$63,006.36. At the commencement of the year 1864 the total sum, as represented in the books of this Department, at the credit of the various Indian bands, was \$1,530,343.31. At the termination of the half-year ending 30th June, 1864, from payment of instalments on lands, from new sales, timber, &c., the amount, after defraying salaries and all other charges, was \$1,562,530.19—showing an increase of \$32,186.88.

*Indian Presents.—Pensions.*—Since the publication of the last Report, the Province has relieved the Imperial Government of the duty of supplying a limited number of aged and needy Indian men and women with the annual donation of a blanket for each such person. The blankets were purchased by this Department, and were issued as usual in the autumn so that in consequence of the present accounts being brought to the 30th June, 1864 only; no particulars thereof, will appear on this occasion.

The Home Government continues to pay the pensions to Messrs. Chesley, Anderson and others, amounting for the half-year to £425 1s. 7d. sterling, out of Imperial funds, and likewise to issue through the Commissariat Department, a ration allowance commuted by a money payment, to certain Lower Canada Indians, amounting for the half-year to 30th June last to \$106.82. With the exception of the retention of these two obligations, it may be considered that the connection of the British Government with the Indians of Canada, has been relinquished. And that upon the Province has devolved the duty of promoting the well-being of those people, and advancing their condition, by every practicable means.

*Habits of Industry.*—The officers of the Department, and myself among the number, in Official visits to the Indian settlements, inculcate a greater attention to Agriculture. The occupation to which circumstances as they are, (with sufficient Reserves including, especially in Western Canada, lands adapted to tillage, set apart for their benefit) they might with very great advantage, if resolved to be industrious, profitably apply themselves. I find, however, that there a bad system prevails, permitted in times past to grow into existence, which must be uprooted before I can hope for the desired success. We have seen among the white population people too lazy to work their farms themselves, and when they did farm their lands themselves, cultivate them so unskilfully as often to have but half-crops. The naturally indolent character of too many men of Indian blood disposes them to accept offers to farm on shares, which fostering their disinclination for constant labor admits of their subsisting, although miserably, while leading a life of idleness. This engenders habits opposed to temperate and virtuous living, and conduces to that demoralization in a greater or less degree which the absence of occupation occasions to people of whatsoever race and blood they may be. To effect improvement we must then break up the noxious system out of which so much evil grows. No true civilization can prevail apart from labor, either physical or mental, and with the former must come at least of the latter be combined, in order that with labor, skill may go hand in hand. And, as regards our present subject, that Agriculture may

be practised as a science, it is important that the Indian people shall be educated for it, that it be encouraged in every possible way, and that the policy to be pursued be such as to dissuade the Indians from its neglect. The Act 13th and 14th Victoria, chap. 74, by section 10, prohibits any persons other than Indians or intermarried with Indians from settling upon, or occupying Indian lands. Under this law, the officers of the Department do remove intruders. And, with a view to terminate the enervating and pernicious practice of associating white settlers on the occupancy of their lands, and giving over the cultivation of the farms to them in shares, the law may effectually be invoked. Giving, however, beforehand, due notice to those concerned, that the existing arrangements must be terminated. At a first view, this may be regarded as a harsh proceeding. But when it is considered that the system shuts out the younger members of an Indian family from useful employment, and enforces upon them idleness with its tendency to dissipation, the necessity for insisting upon the abolition of farming on shares, becomes obvious.

In some recent instances, the Department has, when aiding the Indians in Lower Canada, supplied them with implements of husbandry, and with seed grain. And it is hoped that with each succeeding year progress is being made in improving the condition of the Indian people in nearly every section of the Province.

## 2. SYSTEMATIC EDUCATION OF THE INDIANS OF UPPER CANADA.

### SUGGESTIONS IN VIEW OF LEGISLATION FOR THE EDUCATION OF THE INDIANS OF UPPER CANADA.

(A Memorandum submitted to the Chief Superintendent of Education for Upper Canada, by the Rev. Thomas Williams, Wesleyan Missionary.)

1st. A measure might be passed by the Legislature during the present session, if possible, introduced by the Supt. General of Indian affairs, which would recognize the Indians as a part of the population for whom Education is desirable—up to the present time they have no recognition in the legislation bearing upon the Education of the people.

2nd. This measure should secure to them a portion of the Grant from the revenue set apart each year for Educational purposes—and make it essential, in order that they partake of this grant, that the Councils of the Indians should appropriate an amount equal to it from their funds, in the same manner as the County Councils do the same thing; and that these two sums constitute the "Government Indian School Fund."

3rd. This measure should give the Indians the privilege of the Provincial Normal School—the Provincial Depository for School Apparatus, Libraries, &c., in the same manner as other Schools have this privilege.

4th. This measure should make the Chief Superintendent of Education for the Province the Chief Supt. of Indian Schools, &c.

It should make the Visiting Supt. of Indian affairs, managing the affairs of a reserve, each particular reserve the Treasurer of the Government Indian School Fund for that reserve. He alone to receive and disburse the moneys of the fund, and for no other purpose than the payment of salaries of Teachers duly authorized to teach Indian Schools, and upon the order of the Trustees of such Schools. All moneys raised and expended for School purposes, whether for the building or repairs, or furnishing School Houses, the purchase of books, apparatus, or Libraries, the payment of salaries of Teachers, together with the time school has been open, the attendance, the branches taught, and all matters, as in other Schools, to be reported to him at the end of each year. The claims of each School to be dependent on its condition and effectiveness as indicated in such report.

6th. That the Council of each nation, or nations, or band of Indians, as usually constituted, have power to divide their reserve into School Sections,—to define the extent and limits of the same—to alter, change, or unite such sections as required. Such divisions, alterations, changes or unions to be subject to the approval of a Board of Education, to be constituted as in our next.

7th. The visiting Supt., the Missionaries laboring on the reserve being Clergymen or Ministers with their respective Churches. Two of these clergymen or ministers, with the visiting Supt., to be a quorum for the transaction of the business of the Board. They are to examine Teachers, to classify and license them (for Indian Schools), to have power to cancel and annul licenses for sufficient cause, to visit and to generally superintend the Schools in accordance with regulations to be made.

8th. That each section, when constituted, elect three Trustees from the householders of the section—none but householders to be eligible to the office, or to vote at meetings of the section. After

the first year School has been in operation, one trustee to go out, and one to be elected, all to be eligible to re-election each year. These trustees to have given to them such duties and power as Indian trustees may be thought capable of discharging. But as a check and a guide (at least for a time) to let all their acts be subject to the approval or veto of any two members of the Board. Orders or checks for money, or for the privilege of the Provincial Normal School, or for property from the Provincial Depository for libraries, apparatus, &c., to be of value, only when endorsed by one or more members of the Board, to the extent of the legal claims of such School and no further.

The above, with any other provisions which may be thought necessary by the Chief Supt. of Education or the Supt. General of Indian affairs, if passed into a law, by "the powers that be," would do but simple justice to the Indians, and might serve to draw out their deeper interest in their own improvement; besides fostering and grinding the efforts they are now making.

I forbear to say any more, leaving these suggestions to their own merits—hoping, at least, that they may be taken as well intended.

They are submitted with all due respect and deference.

(Signed,) THOS. WILLIAMS,  
Wealeyan Missionary.

New Credit Wealeyan Indian  
Mission, February 29th, 1864.

#### SOME FACTS FOR THE CONSIDERATION OF THOSE ON WHOM DEVOLVE THE CARE OF THE INDIANS OF OUR PROVINCE.

I. The Indians of this Upper Province do not, nor have they (as far as I am aware) received any share of the very large amount of money so commendably appropriated by the Government for the education of the people of the province. The settlements, as far as they extend, the cities, the towns and villages, are provided for; all have aids in money tendered to them, of which they may avail themselves by complying with some very proper and easy regulations. The coloured people, deaf mutes, the blind are all thought of, spoken of; the Indian and his children alone are not mentioned in the enactments aiming at the education of the people, as if they were not in existence, or as if, in their present condition, living surrounded by settlements of white people, the ignorance, resulting from the neglect of their education, would not be injurious to themselves and to the contiguous populations. The friends of the Indian often ask how is this? The government of the country should be able to answer the question. Some have volunteered an apology by saying: "The Indians are not tax payers." If they do not pay direct taxes they are consumers, to a very large extent, of goods which yield revenue. But the government owes education to paupers, who are only an expense, and why not to the Indians?

II. It is said that crime is on the increase among the Indians; and especially among those who live near our towns and settlements. At least our county officers say this. May there not be some connection between this and the neglect of their education?

III. The Indians are, in many cases, becoming much interested in the education of their children and youth. They have, in several instances, erected school-houses and established schools; in some cases supporting them by appropriations from their funds, and in others trying to keep them in operation by voluntary subscriptions. This fact will indicate that they have, in these cases, passed to a condition in which they will be able to appreciate efforts in their behalf, and they may be expected to co-operate with these efforts if the right method is taken with them.

IV. A very large proportion of the Indians, who are Christians, have obtained some education. The largest number of the younger people, of both sexes, can read and write; some have a partial acquaintance with numbers; many have acquired a love of reading; some take and read the papers; some families have small collections of books. Sunday schools with libraries have great attractions for the young people, who take and read the books with great avidity. Post Masters, who live in their immediate vicinity, can testify that their letters are numerous. The English is to them a learned language. Most of their reading, and nearly all their written communications are in our language. Its influence upon them is rapidly on the increase. Those who know the Indians are fully sensible that, in proportion as they know our language and from books, papers and conversation get into our habits of thought and feeling, they are civilized and no further.

V. The Indians came by this education:

1st. By the labours and efforts of the Missionary organizations of the several christian communities having Missionaries among them, aided in many cases by parent institutions in the mother country. The amounts expended in this work, if estimated from the beginning, would be found very considerable. Some of the best talent in the different churches has been employed in this work. It has been

going on for more than a generation, and the results, as stated in my fourth part, are part of the precious fruit.

2nd. A corporation known as the "New England Company" have maintained, for many years, schools with some settlements of Indians. Some of their schools are large and superior; in some of them the common mechanic arts, with agriculture, are taught in unison with letters; and there cannot be a doubt but much good has been effected by them.

The Indians themselves, under the influence of their missionaries and with the sanction of the Indian Department and its officers, have appropriated considerable sums from their own moneys for Industrial Schools, which have done much good. These Schools, however, became unpopular with the Indians, who do not fancy separation from their children, the children themselves not taking well with the restraint necessary to such institutions. The Indians, are, however, setting apart some of their money for home Schools, indicating a disposition to help themselves.

From these sources, and these alone, (with some few exceptions bearing on individual cases) comes all the education which the Indians now have, and which, along with their christianity, gives them their best qualification to live in their present circumstances, contiguous to settlements of white people, and furnishes them with the only prompting they experience, to rise to a level with their neighbours. It certainly devolves on those to whom is committed the care of these people, to foster and encourage their promptings with all due deference and respect. I submit the above written facts to their serious consideration.

(Signed,) THOS. WILLIAMS,  
Wealeyan Missionary.

New Credit Wealeyan Indian  
Mission, 29th February, 1864.

#### 3. THE INDIANS IN THE UNITED STATES AND CANADA.

The following is a letter on this subject from the Right Reverend Alonzo Potter, D.D., Bishop of Pennsylvania, to the Chief Superintendent of Education for Upper Canada:—

MY DEAR DR. RYERSON,—The condition of the Indians on our frontiers is far from satisfactory, and there are many persons who advocate a radical change in the policy of our government towards them. Our missions to christianise them, too, have not been over wise or successful, and the whole subject of their relations to our race and of our duty as a christian people is being anxiously considered. It is said that under the policy of the Hudson Bay Co., and of your Home Government, they are better protected, more civilized and more contented. The tide of emigration which, on our side, presses them sorely adds, of course, a complication to the problem from which the Hudson Bay Co., &c., are relieved. Still there must be some secret in your conduct towards the Aborigines which we have not fully learned, and it is to ascertain it that I venture to ask you if you can point me to any source of complete and accurate information. Any views which you yourself may have formed as the fruit of your experience and reflection would be especially valuable. Remembering with much pleasure our meeting of several years since,

I am, dear Sir, with great regard,  
Yours faithfully,  
(Signed,) ALONZO POTTER.

Philadelphia, April 18, 1864.

(Copy of Reply.)

EDUCATION OFFICE,  
Toronto, 25th June, 1864.

RIGHT REV'D. SIR,—I have the honour to acknowledge the receipt of your letter of the 28th ultimo, to which the Chief Superintendent, now absent, has requested me to reply.

The relation of the Indians to the British Government, whether Imperial or Colonial, has always been an intimate one. In the main, the Indians have been well treated by the Government; and their confidence in its honour and fair dealing has, as a general rule, been unbounded. It is a significant fact that none of the British Indians (i.e., those under British protection) have ever been found in the ranks of the enemy. During the long contests with the French in this country, the British Indians remained true to their allegiance. It was so also in the war of 1812, and in the rebellion of 1837. The secret of this fidelity was, no doubt, the faithfulness of the Government in strictly fulfilling its engagements with them. Any breach of faith with the Indians would be looked upon as a disgrace and as an act of oppression by the strong against the weak.

Down to 1845-50 it was the policy of the Government to make "presents" to the Indians in payment of their annuities. A



change was then made, and a commutation of these annual presents was proposed. The grant, or distribution of gunpowder was discontinued in 1845; and in 1851 the commutation money for this one item (which had accumulated) amounted to about \$10,000. About the time the "presents" were discontinued, the Indians were induced to consent to apply a portion of their annual commutation money to the purposes of Industrial Education among themselves; and in 1851 about \$6,000 of the "powder" money, referred to as above, were divided between the Alderville and Mount Elgin Industrial Schools. These appropriations are, I believe, still made annually by the Indians. I have understood, however, that the scheme of industrial education among the Indians has not of late years been very successful. I doubt very much whether any system of education among them will flourish for any length of time which is not brought under the supervision of a Department such as ours, which could deal systematically with the details. I may state that the "presents" are not wholly discontinued. Blankets are still given to the old and deserving among the Indians, and pensions are still paid to some of them. In addition to the Wesleyan and Roman Catholic missions and schools among the Indians in Upper Canada, the "New England Society" (of Colonial times) maintains an efficient (Church of England) establishment among them near Brantford, besides other schools elsewhere. In Lower Canada the Roman Catholic Church has, from the earliest times, devoted great attention to the wants of the Indians. The Indian Department at Quebec—a branch of the Crown Lands Department—would, no doubt furnish any information that might be further desired, on application to Wm. Spragge, Esq., Deputy Superintendent of Indian affairs.

I have the honour to be, Right Rev. Sir,

Your most obedient servant,

(Signed,)

J. GEORGE HODGINS,

Deputy Supt. Ed., U.C.

The Right Rev. Alonzo Potter, D.D.,  
Bishop of Pennsylvania, Philadelphia.

#### 4. HISTORICAL SKETCH OF THE INDIANS OF UPPER CANADA.

*From the Report of the Special Commissioners appointed by the Governor General, in 1856, to investigate Indian affairs.*

We find that at the earliest period of which we have any accurate accounts, the nations in possession of what is now called Canada, were the Algonkins\* the Hurons, Wyandots or Yendotes, and their kindred of that singular Confederacy called by the French "La Nation neutre."

As "la nation neutre" was exterminated by the Iroquois in some of their predatory and murderous incursions into Canada before the year 1650, we need not enter into any of the details of their history.

The Hurons, Wyandots or Yendots as they are more properly called, were the head and principal support of the Algonkin Tribes against the Five Nations; the Delawares themselves, leaders in their own confederacy to this day recognize the superiority of the former, who originally held most of the Peninsula between Lakes Huron, Erie and Ontario, and some of their settlements were found by the French on the North-Eastern Coast of Lake Huron.†

They consisted of several confederated Tribes, the Atarenonrons, the Attiguenongua-hai, the Attiquaou-entou (or Nation de l'Ours), Ahrendah-ronona, and the Tionontate, who resided in the part of the country now occupied by the Wyandots near Amherstburg. The word "Huron" is of French origin. They are generically Iroquois, that is they speak a dialect of the same lingual stock. Notwithstanding this affinity fierce wars raged between them and the Confederacy of the Five Nations, and about the middle of the 17th century, the latter attacked their settlements and drove many of them up into the country of the Otchipwes, by whose help they subsequently expelled the invaders, and a portion of them returned to Detroit, in the vicinity of their ancient seats.

\* We have used the word "Algonkin" in its generic sense, we shall have occasion afterwards, to particularize the subdivision of the Nation, and use the term as it is now appropriated specially to a Tribe. It here includes the Lenni Lenape, the Shawnees, Otchipwes, (Chippewas); Pottawatamies, Ottawas, Nipissings, Abenakis, Amalacites, Montagnais, Sokokis, Mistassins and Mohegans; These though widely different in many respects, all speak dialects of the "Algonkin" tongue, a term applied by the early French Settlers to this extensively diffused language.

† The names of a Yendot Tribe appears in the list of Residents at the Lac des Deux Montagnes by Sir W. Johnson in 1763. They subsequently however migrated northward, and probably rejoined their Brethren in the West.

At this period the Otchipwes or Chippewas settled themselves in the valley of the Thames, and surrounding country. At the time of their defeat a portion of the Hurons escaped by the valley of the Ottawa, and took refuge under the walls of Quebec. Hence arose the Indian Settlement at Sillery, whose descendants now claim to exist at La Jeune Lorette.

The Algonkins reckoned among their kindred Tribes the Lenni Lenape, one division of whom, the Delawares, are now to be found on the River Thames, in the Township of Oxford.

They must not be considered as original occupants of this tract; they settled there under an order in Council, dated 1793, after they had been driven from their former Settlement on the River Muskingum in Ohio, by reason of troubles which arose between them and the surrounding Whites. They were the first Tribe in Western Canada who embraced Christianity; and in their early history are noted for the sagacity of their demeanor and the docility with which they submitted to the directions of the Missionaries. Many individuals of this Tribe have also become incorporated with the Six Nations.

Another Branch of the Lenni Lenape, the Minsic also called Moasey or Mansas, that is the Wolf Tribe, are to be found at the Village called after them Mancey town, on the Reserve which they occupy in common with the Chippewas of the Thames.

A third branch of the Lenape, the Shawanese or Shawnees, are still represented in this Province by a few scattered individuals, among some of the other Tribes. Their name is well known in Canadian history from the valour displayed by them under the guidance of Tecumseh.

The Ottawas originally held sway on the river of that name, † until driven thence by the victorious Iroquois who turned their arms against them after the rout of the Yendots. They fled Westward into the Pottawatamic Country. They do not however seem to have formally relinquished a claim to their former habitation, until after the taking of Detroit, when a quadripartite Treaty was signed by them, the Wyandots, the Otchipwes and the Pottawatamies; by this agreement the Otchipwes obtained that part of the country lying north-east of a line drawn east and west through the city of Detroit, while the river of that name was taken as the dividing line from north to south.

The Yendots resumed undisputed possession of part of the tract over which they had held acknowledged Sovereignty among the native Tribes.

The north-west portion fell to the lot of the Ottawas, while the Pottawatamies occupied the remaining section. The settlement of the Otchipwes on the Thames was not disturbed.

This agreement is important, as white people have endeavoured under irregular titles acquired from the other Tribes concerned in this Treaty, to obtain land in possession of the Wyandots.

The Ottawas now residing in Canada, have for the most part returned to this side of late years from the American shore, where they were located under the foregoing Treaty. Members of this Tribe are to be found in the Manitoulin Islands, and scattered along the shore of Lake Huron. Some are also settled on Walpole Island at the head of Lake St. Clair.

Scattered throughout the Western District are also to be found the Pottawatamies in considerable number. They are able to communicate with the Otchipwes without much difficulty, as their Dialects are very nearly akin. The Pottawatamies have all migrated from the United States into Canada.

After the expulsion of the Five Nations from their conquest on the Ottawa, and in Western Canada, the Otchipwes and their Brethren the Mississaguas or Eagle Tribe seem gradually to have moved down from their hunting grounds in the Upper Lakes, and to have taken the place of the neutral Nation and other Tribes, who had been either extirpated or dispersed by the Iroquois. They thus overspread the Country lying between the Ottawa, Lake Huron and Lake Ontario, and extended themselves along the northern shore of Lake Erie.

Proceeding eastward we find among the Tribes of Algonkin origin, the Nipissings, ‡ and the Band now specially called Algonkins, who are to be found at the Lake of the Two Mountains, on

\* Another theory identifies the Shawnees with the lost Eries, as both assumed the appellation of "The Tribe of the Cat or Racoon." This would make them of the Iroquois Stock.

† So great was their strength, and so undisputed their sovereignty that tribute was exacted and unhesitatingly paid to them by all Indians making use of that great highway between the North West and the then infant Colony of Canada. Some writers go so far as to derive their name from this toll of black mail levied.

‡ A Branch of these, the Amikams, or Beaver Tribe, migrated to the Manitoulin Islands. The Nipissings had the reputation of speaking the Algonkin tongue in its greatest purity.

the Gatineau, at Maniwaki, and thence scattered around the head waters of the Ottawa and the St. Maurice; with them are associated those who were termed by the French *Têtes de Boules*—The name of one of their Bands lives in the appellation of the Lake and River Abbitibbè.—The Tribe mentioned by Sir W. Johnson as to be found near Trois-Rivières, the Skaghquanoghrone were also Algonkians, although called by him by an Iroquois name.

The Abenakis of St. Francis and Becancour came originally from the Kennebec and the neighbouring localities where they may still be traced by the appellation of two of their Bands, perpetuated in the names of the Rivers Penobscott and Androscoggin; they were among the first to immigrate in order to place themselves under the protection of France. Incorporated with them are still to be found individuals of the dispersed Tribes Mohegans or *Les Loups* and the Sokokis, who formerly lived at Saco, and were known as allies of the Mohawks.

The Etchemins or "Canoe-men" whose haunts on the north shore can be traced in "Les Escoumains" are the same as the Amalacites who originally roamed through the forests on the St. John and Ste. Croix Rivers in New Brunswick, and are still to be found on the Rivière Verte; while, further down, the Micmacs or the Gaspé Nation, are the Canadian representatives of the principal nation once spread over the north shore of New Brunswick, throughout Nova Scotia, and thence along the coast of Maine.

Such a brief statement of the nations, whom the early settlers either found in possession of the Country, or who at a very early period sought the alliance and protection of the French.

At later dates other Tribes were added to the population of Canada; of these the Iroquois are by far the most important.

In 1783, the Six Nations, as the celebrated Confederacy of the Iroquois was called, followed the fortunes of the English at the conclusion of the American War, and received in lieu of their possessions on the South shore of Lake Ontario, a grant on the Grand River from Sir Frederick Haldimand, which was confirmed on January 14, 1793, by a Patent under the Great Seal, issued by Lieutenant Governor Simcoe. The tract so granted had been previously

purchased from the Mississagas. One of the Tribes, the Mohawks, received a similar grant on the Bay of Quinté which had likewise been acquired in the same way from the Mississagas in that neighbourhood.

The oldest members of the confederacy are Mohawks, Onondagas, and Cayugas, whose union precedes tradition; the Oneidas and Senecas are younger associates,—while the Tascaroras, who constitute the sixth Nation, were adopted at a still later period. The Oneidas seem at one time to have been omitted from category, and the Aucquagas inserted in their stead.

Another branch of the Oneidas, who remained in the United States when the majority of the Tribe removed to Canada, subsequently followed their friends, and are settled on the River Thames, in the County of Middlesex. Several other bands have been from time to time absorbed into the number of the Iroquois, and now only exist as families or subdivisions of the Tribes. In this way we find the Nanticokes, who formerly dwelt on the east shore of the Continent beyond the Delaware River. The Tutulies, Muntures and Delaware Indians have also representatives among the Six Nations.

These latter are related to the Iroquois who are to be found lower down on the St. Lawrence, and at the Lake of the Two Mountains. The Iroquois of Caughnawaga and Actikissano or St. Regis, are the descendants of those who were induced by the French to congregate at Frontenac, whence they removed to their present settlements. With them are incorporated the Oswegatchys of La Galette, or Prescott, who were chiefly emigrants from the Onondagas. The Iroquois at the Lake of the two Mountains separated from those at the Sault St. Louis, when the Village was moved from the lower end of the Reserve near Longueuil to its present site.

We are led to believe that the Iroquois have a better claim to the Islands in the St. Lawrence, below Guananoque than the Mississagas, who dispute them with them, inasmuch as the former seem to have been the earlier recognised occupants of that part of the country.

STATEMENT of the condition of the various Indian Schools throughout the Province.

Name of Indian Reserve and Band.	Name of the Teacher.	Salary per annum.	From what Funds paid.	No. of Boys.	No. of Girls.	Total No. of Pupils.	Remarks.
Moravians of the Thames	David J. Croghan	\$ cts 200 00	Funds of Tribe	28	12	40	
Wyandots of Anderson	Thomas King	200 00	do	7	8	15	
Chippewas of Barnia	Charlotte Adams	250 00	do	40	20	60	
Chippewas and Potawatomes of Walpole Island	Wm. A. Cathcart	100 00	do	38	9	41	
Oneidas of the Thames	Francis G. H. Wilson	180 00	Wesleyan Missionary Society	Not known		30	
Chippewas of Saugeen	H'y S. Jones	200 00	do	13	15	28	School at the Indian Village.
do	John Scott	225 00	\$200 from Funds of Tribe and \$25 from Society of Friends	21	18	39	School at French Bay.
Chipp's of Saugeen San. School	Rev. Mr. Cooley, Miss'ry	(The school here has been closed for a	Wesleyan Missionary Society	14	21	35	School at French Bay.
Mississagas of Lake Saugeen	Mr. and Mrs. Schofield	Not known	number of years, there being only 8 or 10 children	14	11	25	School at French Bay.
Mississagas of Mud Lake			New England Society				an age to go to School.
Mississagas of Alnwick	Thomas H. Madden	200 00	do do	26	19	45	Partly a day and partly a boarding-school; there is also a small farm worked by the boys.
Mississagas of Rice Lake							6 of these are white children.
Chippewas of Cape Croker	John Jacobs	200 00	Ch. of England Missionary Society	Not known		30	No Return for 1864.
Chippewas of Christian Island	Charlotte Adams			29	29	58	
Chippewas of Rama	Oliver Goldie	200 00	\$50 by Indians and \$150 by Wesleyan Missionary Society	Not known		30	
Chippewas of Snake Island							do do
Mohawks of Bay of Quinté	Glenholm Garrett	200 00	Funds of the Tribe	Not known			Teacher of the Mission School } On G'd
Mississagas of New Credit	Thomas Connel	250 00	Funds of Tribe and Wes. Miss. Soc.	do	do		Do. new school on Townline. } River.
Mississagas of New Credit	Elijah McDougall	250 00	Funds of Tribe	do	do		
Manitoulin Island Indians of Wikwemikong	Jos. Jennesseaux	240 00	Indian Land Management Fund	90	09	150	
Manitoulin Island Indians of Manitowaning	Rev. J. B. Sims	Not known	Ch. of England Missionary Society	Not known			No Report from this school for 1864.
Manitoulin Island Indians of Little Current	Rev. Mr. Burkett	do	do do do	do	do		do do do
Six Nations of the Grand River	No. 1—Thos. Griffiths	\$250 & b'rd	New England Society	Not known		63	
do do do	Miss Gillan	\$73 & board	do do do	do	do		
do do do	No. 2—Isaac Barefoot	\$200 00	do do do	do	do	23	
do do do	No. 3—Geo. Moses	200 00	do do do	do	do	21	
do do do	No. 4—Miss Hartley	160 00	do do do	do	do	39	
do do do	No. 5—J. S. Kingston	200 00	do do do	do	do	59	
do do do	No. 6—Mrs. Beaver	160 00	do do do	do	do	16	
do do do	No. 7—Miss Martin	160 00	do do do	do	do	32	
do do do	No. 8—Not known	Not known	Wesleyan Missionary Society	do	do		
Micmacs of Restigouche	Joseph Dorais	200 00	L. C. Indian Parliam. Grant, Dept. of Education, and subscription	33	31	64	
Micmacs of Maria	Ed. Bacon	220 00	\$200 L. C. Indian Parliam. Grant and \$20 School Commissioners	12	9	21	

The following gives a detail of the number of Indians now residing in Upper and Lower Canada :

## COMPARATIVE STATEMENT of the population of the different Indian Bands throughout Canada, between the years 1863 and 1864.

Name of Tribe or Band.	Population in 1863.	Population in 1864.	Increase.	Decrease.	Remarks.
Iroquois of St. Louis .....	1,352	1,310	138		
do St. Régis .....	662	772	110		
Nipissings, Algonquias, and Iroquois of Lake of Two Mountains .....		730			
River Desert Indians .....	245				
Abenakis of St. Francis .....	387				
do of Beaucour .....	51	52	1		
Hurons of Lorette .....	300	317	17		
Amalacites of Viger .....	170				
Micmacs of Restigouche .....	252	262	10		
Montagnais of Point Blue and of Chicoutimi .....	200				
Montagnais of the Moisie .....	55	75	20		
Indians at Grand Cascapédia .....	not known	75			
do River Godbout .....	60				
	(in 1858)	(in 1861)			
Naskapas of Lower St. Lawrence .....	2,500	2,860	360		No census since 1861.
Oneidas of the Thames .....	529	529	71		
Chippewas and Munsees of the Thames .....	558	594	36		
Moravians of the Thames .....	249	255	6		
Wyandotts of Anderdon .....	67	71	4		
Chippewas of Pointe au Pelee .....	48	70	22		
Chippewas and Pottawatamies of Walpole Island .....	700	671		29	
Chippewas, Pottawatamies, and Ottawas of Sarnia .....	497	485		12	
Chippewas of Snake Island .....					} Formerly known as Chippewas of Lakes Huron and Simcoe.
do Rama .....	259	263	4		
do Christian Island .....	178	183	5		
Odawahs and Podawadamies of Christian Island .....	96	91		5	
Mississaguas of Rice, Mud and Scugog Lakes .....	302	284		18	
Mohawks of Bay of Quinté .....	626	631	5		
Mississaguas of Alnwick .....	225	221	4		
Ojibways of Sandy Island .....	157	162	5		
Chippewas of Saugeen .....	259	258		1	} Commonly called Chippewas of Saugeen and Owen Sound.
do Cape Croker .....	343	341		2	
Christian Island Band on Manitoulin Island .....	63	67	4		
Six Nation Indians .....	2,718	2,741	23		} Settled on the Grand River.
Mississaguas of the Credit .....	191	198	7		
Chippewas of Lake Superior .....	1,070	1,242	172		} No Census Return since 1858.
do Lake Huron .....					
Manitoulin Island Indians .....					

## SURRENDERS OF INDIAN LANDS IN UPPER CANADA.

No.	Date of Surrender.	Indians Surrendering.	Quantity in Acres.	Surrender where Situated.	To whom and for what purpose.	Consideration	Remarks.
1	1781, May 12	Chippewas .....	Not Estimated.	Island of Michilimackinac .....	Lt. Gov. St. Clair, G. Ill. N.Y. O.	£5,000 0 0	York currency [£2,500]
5	1795, May 19	" .....	28,000	Land, Water, and Islands Penetanguishene, Nottawasaga and Saugeen Bay .....	" Oy.	101 0 0	
6	1796, Sept.	" .....	132,000	North side of the Thames about 19 miles above the Delaware Village to the upper fork adjoining Oxford .....	" M. C.	1,200 0 0	
7	" "	" .....	88,000	Chenail Ecarté .....	"	300 0 0	
11	1798, Aug. 8	" .....		Island of St. Joseph, 120 miles circumference .....	"	1,200 0 0	
16	1815, Nov. 17	" .....	250,000	Kempensfeldt Bay on Lake Simcoe to Lake Huron .....	No Island surd.	4,000 0 0	
18	1818, Oct. 17	" .....	1,592,000	Huron Tract, (Huron District) .....	"	20,000 0 0	£1,200 Annually
20	" Nov. 5	" .....	1,951,000	Home District, Lake Simcoe, commencing at Township of Rawdon .....	"	12,000 0 0	740 "
21	1819, Mar. 9	" .....	552,800	North of the River Thames .....	"	10,000 0 0	605 "
25	1822, July 8	" .....	580,000	Long Wood Tract .....	"	10,000 0 0	600 "
29	1827, " 10	" .....	2,300,000	London and Westminster District .....	"	18,500 0 0	1,100 "
3	1792,	Mississaguas .....	3,000,000	7,373,000 Acres, consideration .....	£77,801—2½d. per acre.		£77,801 0 0
6	1797, Aug. 8	" .....	2,450	Commencing 4 miles west of Mississauga Point .....	Gov. Simcoe, Geo. Ill.	1,180 7 4	
13	1805, " 1	" .....	250,000	Burlington Bay, Lake Ontario .....	"	75 2 6	
14	1806, Sept. 6	" .....	85,000	Toronto purchase .....	"	0 10 0	
17	1816, Oct. 17	" .....	428	Home District, commencing east bank Etobicoke .....	"	1,180 5 0	
19	1818, " 28	" .....	643,000	Township of Thurlow .....	"	107 0 0	
23	1820, Feb. 8	" .....	2,000	Mississauga Tract, Home District .....	"	8,500 0 0	
27	" Nov. 28	" .....	2,748,000	E. on the Credit Reserve .....	"	50 0 0	
2	1790, May 19	Ottawas, Chippewas Pottawatamies & Hurons of Detroit .....	2,000,000	Midland and Johnson District .....	£21,913 4 10—½d. p. a.	11,000 0 0	£21,913 4 10
12	1800, Sept. 11	" .....	1,078	6,737,768 Acres, consideration .....	Geo. Ill.	1,200 0 0	
47	1836, Oct. 25	Moravians .....	26,000	Commencing at the mouth of Otfish Creek, 10 miles east Port Stanley on Lake Erie, District of Hesse .....	"	300 0 0	
"	Aug. 9	Saugeen .....	1,500,000	Huron Church Reserve .....	£ 1,500 0 0—½d. p. a.	2,500 0 0	£ 2,500 0 0
				Township of Zone, 26,000 do .....	2,500 0 0—2s. p. a.	21,000 0 0	£ 21,000 0 0
				do .....	21,000 0 0—3½d. p. a.		
			16,137,836	Acres .....	£134,714 0 10—1½d. p. a.		£124,714 4 10
		Ojibwas .....		Lake Superior .....			500 0 0
				Lake Huron .....			600 0 0

## AGGREGATE QUANTITY OF LAND SURRENDERED BY THE UNDERMENTIONED INDIANS.

Indians Surrendering.	Quantity in Acres.	Situation.	Consideration paid	Average price per acre.
Chippewas .....	7,273,000	On the River Thames, Kempenfeldt Bay, London and Western District .....	77,801 0 0	2½d. per acre.
		Note—Besides this quantity the Chippewas surrendered the Island of Michelimackinac, and the Island of St. Joseph. Lake Huron .....		
Mississagas .....	6,737,760	Midland and Johnston District, Toronto purchase, and Home District, &c. ....	21,913 4 10	¼ of a penny.
Ottawas, Chippewa, Pottawatamies, and } Hurons of Detroit .....	2,001,078	Commencing at Cat fish Creek north side of Lake Erie, and Westward to Chenail Ecarté, &c. ....	1,500 0 0	⅓ of a penny.
Moravian Delawares .....	26,000	Township of Zone .....	2,500 0 0	2s. per acre.
Saugeen Indians .....	1,500,000	Not described .....	21,000 0 0	3½d. per acre.
Ojibewas of Lake Superior .....	Not known.	Lake Superior .....	£500 0 0	
" " Huron .....	"	" Huron .....	600 0 0	
	16,137,836	acres .....	£ 124,714 4 10	1½d. per acre.

## 5. SIX NATIONS INDIANS.—NEW COUNCIL HOUSE.

The opening of the new Council House of the Six Nations Indians, situated in the midst of their Reserve lands of Tuscarora and Oneida, about 11 miles from Brantford, took place this month. We were agreeably surprised to see so large and comfortable a building of neat construction and finish, alike creditable to the Architect, Mr. Turner, of this town, and to the builder, Mr. John Hill, an Indian. The principal hall is 40 x 30ft. From the tower floated the Union Jack, presented to the Nations by the Prince of Wales. A large assemblage of Chiefs, Warriors, and Indian fair, were present; among whom we noticed the daughter of the renowned Chief Brant; also Chiefs J. Smoke Johnson, Seneca Johnson, Joseph Snow, David Hill, Joseph Lewis, Jacob General, John Buck, Wm. Green, and other prominent Chiefs and Warriors, one of whom is nearly 100 years old. On the platform were the Superintendent, J. T. Gikison, Esq., Col. Lowry of the 47th Regiment, Major Villiers, Chief G. H. M. Johnson, Interpreter, and Mr. Andrews. An Indian Band played appropriate airs, and the Hall was filled with hundreds of smiling faces. The Council of Chiefs was opened in due form by Fire Keeper, Chief Isaac Hill of the Onondagas, expressing thanks to the Great Spirit for permitting them to assemble and congratulating the Six Nations on the completion of their new Council House. He was pleased to say he had no unfavourable news of their people, and was glad to see so many here. The Superintendent said he was gratified with what had been said by the Fire Keeper, and congratulated his Indian friends on the interesting event which had called them together, and would wish them a happy New Year. He rejoiced to notice in the erection of this Council House an evidence of their desire to progress and improve. It was in October, 1862, the project of this building was first suggested, but it was not finally determined upon until July, 1863, when the plan and contract were agreed upon. And now it was finished in a manner which did credit to their friend, John Hill. The building was in striking contrast to their ancient wigwams, and log or frame houses they had previously met, and they would now have much comfort in their meetings. He would avail himself of this favourable opportunity to state what would probably be information to many regarding their affairs. The lands they occupied were part of a great territory claimed by the Chippewas, but purchased from them by the British Crown, and on the Six Nations coming to Canada after the Revolutionary war, Chief Joseph Brant selected the valley of the Grand River, and the Crown granted a patent to the Six Nations in 1784 for six miles on each side of the said River, from its head to its mouth on Lake Erie. These lands had been surrendered and sold, with the exception of over 50,000 acres, which now formed their Reserves. The money received from the lands sold was invested by the Government, which is the Trustee of all the Indian Tribes in Canada. The amount at the credit of the Six Nations is about \$800,000, while the moneys yet to be paid on lands, together with the value of surrendered goods unsold, will make a total of over one million of dollars. The first payment of interest money by their previous respected Superintendent, the late Mr. Thorburn, was in 1855, when \$27,364 was divided among 2383 persons, equal to \$11½ per head, while this past year \$35,678 has been distributed between 2737, or \$13½ per head; they had thus an increase in nine years of \$8,314 of interest, and in population 354. These facts were an evidence of large addition to their funds and of their prosperity, for many other Indian bands were on the decrease in numbers. The Superintendent spoke at some length on the important subject of education, and the many advantages offered by the New England

Society, which has established so many free schools for their use, and in addition, the Institute was now enlarged to accommodate 100 children as boarders, free of expense, affording them opportunities not enjoyed by their white neighbours; he therefore urged his Indian friends to send their children to school, pointing out the benefits and referred to some of those who were educated. The Superintendent had before advised the formation of an Indian Village, with their own tradesmen, and a store of their own, where they could obtain what they wanted, and dispose of what they had to sell without going off their Reserve. He could not but refer to the unexpected presence of Col. Lowry of H. M. 47th Regiment, Major Villiers and other gentlemen, who, he had no doubt, his Indian friends would be pleased to see. The Speaker of the Council then advanced and in the name of the Six Nations, welcomed and shook hands with Col. Lowry. Col. Lowry remarked he was highly gratified to meet the Six Nations Indians, and he was delighted with his visit, for he saw so many smiling and happy faces. He knew, for he had heard of the loyalty of the Six Nations, and of the deeds of their fathers, and he felt assured they would, should occasion arise, defend their country and their homes. These were troublesome times, but he trusted peace would prevail in Canada; but if otherwise, he was satisfied, from the look of the Six Nations, they would, as they always had done, act with the same spirit and devotion to the Crown. The Superintendent then presented Major Villiers, Brigade Major of the District, who said he was greatly pleased to meet the Six Nations on the opening of their new Council House. He had learned there was a desire among them to receive military instruction and be equipped for service, and he would say that when they were ready he would be happy to promote their views. The Speaker again expressed the thanks of the Council to Col. Lowry and Major Villiers, and in a few spirited patriotic remarks said the Six Nations would not be backward should they be wanted, but ready on a minutes notice. The Superintendent remarked upon the agreeable manner in which the proceedings of the day had passed, and expressed his obligations to Col. Lowry, Major Villiers and the other gentlemen who had spoken, calling forth sentiments of loyalty on the part of the Six Nations. He felt, should the necessity arise, they would be quickly on the war path, led by their Chief, and acting with Her Majesty's troops as their forefathers had done. The Speaker of the Council detailed the history of the belts of wampum as regarded the Six Nations and other tribal bands. The wampums are the records of events of ancient times, and handed down from generation to generation. They are in the hereditary keeping of the Fire Keepers, Chiefs of the Onondagas; and one or two of the belts are supposed to be several hundred years old. An unusual and pleasing occurrence took place on the third day, by the wives and daughters delivering an address, expressing their happiness at the opening of the new building for the transaction of business and the holding of meetings, and they considered the money expended on it well spent. They expressed approbation of the conduct of their Superintendent and the Chiefs; they would warn their young men against cutting and selling their timber, as they had none to spare. They would pass round two strings of wampum, one of them white, representing purity and peace; the other black, urging their young men to be industrious on their farms, but to be ready to follow the war path in defence of their families and property. The Superintendent had great satisfaction to hear the voice and sentiments of the women of the Six Nations, because their approval and advice was most cheering, and should be respected by the Chiefs and Warriors. The Council then adjourned.—*Brantford Courier*.

## II. Papers on Practical Education.

### 1. PERCEPTIVE EXERCISES ; OR HOW TO MAKE CHILDREN READY AND ACCURATE OBSERVERS.

A primary teacher should be prepared to pursue a systematic course of exercises, for the purpose of developing and strengthening those powers of mind which, in the order of nature, are first called into action. The lessons should be progressive in their character, and suited to the age and capacity of the children.

This naturally presupposes some preparation on the part of the instructor. What are the powers to be cultivated, and how shall they be developed, should be a theme of absorbing interest to every one who assumes the holy office of dealing with the immortal mind. With an earnest desire to benefit young teachers who have never given special attention to the subject of perceptive development, we present a general outline of a course upon different subjects, suitable for primary schools, and, as far as time and space will permit, exhibit our plans of working out the details of each course.

#### FORM.

Order of Exercises :

1. Simple Perception of Form, including exercises in Imitation, Construction, and Drawing.
2. Exercises to develop more minute Observation, Language, and Drawing.
3. Exercises of Simple Comparison.
4. Direction of the Straight Line.
5. Idea of Angles developed.
- Different kinds of Angles observed, named, and drawn.
6. Parallel Lines.
7. Description of the Square, with Drawing.
8. Description of the Oblong, with Drawing.
9. Description of the Triangle, with Drawing.
10. Description of the Rhomb, with Drawing.
11. Description of the Rhomboid, with Drawing.
12. Description of the Cylinder, with Drawing.
13. Description of the Cone, Cube, and Sphere.

To work out the details of the above course requires time, labor, and patience, on the part of the teacher. The exercises included under the division numbered 1, should not be hurried.

Apparatus for the lessons may be extemporized, if necessary. A box and a chart of Forms will be found more convenient, however. A teacher can cut from common pasteboard several squares, oblongs, triangles, rings, rhombs, rhomboids, pentagons, hexagons, octagons, ovals, etc., for use. One of each of these forms may be sketched upon drawing-paper, to answer for a chart.

#### SKETCH OF A SIMPLE PERCEPTIVE EXERCISE.

The teacher having the forms mentioned upon a table before the class may place one in the hands of several of the class, requesting each child to go to the table and find one like it. After the selections have been made, the children may arrange themselves in a line facing the pupils remaining in their seats, and each hold up the forms that all may judge of the correctness of the choice. Other children will follow in succession selecting forms, others deciding as before.

The teacher must be animated and energetic herself, in order to keep as many of the class busy matching forms as possible, while all the others are engaged in observing those selected, and judging whether a correct choice has been made. It will depend almost entirely upon the teacher's spirit and manner, whether such exercises are interesting and beneficial to the majority of the class, or whether they degenerate into a monotonous, prosy *apology* for a lesson. As the children present the forms selected, the teacher will find it necessary to frame her questions in such a manner that they may be answered by a signal. Seeing that the attention of all the class is secured, she may say: All who think that these two forms are just alike, may raise their hands. Caution should be observed about allowing the children to respond to questions of this kind in a careless indifferent manner. If the teacher does not exercise some ingenuity in this respect, and put her questions in a pointed manner, some will be very likely to respond mechanically; merely following others. If this habit is continued, it must have a pernicious effect upon the mind of the child.

This simple exercise, if conducted properly, may be repeated for several successive lessons from ten to fifteen minutes in length, daily, before it will become necessary to introduce some change.

#### SECOND SKETCH.

Several children may be sent to the table to find two forms just alike; let them present the forms, and let the others decide as before. While those at the table are engaged, others may be sent to point to objects in the room, of the same shape as some form

given them. Commencing with the oblong, books and slates may be used, and the children requested to find something similar in shape. The class should be trained in this way until they will point very readily to doors, windows, panes of glass, tops of desks, etc., etc., and to any objects that may be square, triangular, or circular.

The exercises of the First Sketch may be repeated. They are only separated to afford a little variety for the succeeding lessons.

#### THIRD SKETCH.

Two children may have forms placed in their hands, and be sent to the chart to point to representations similar in form. Others observe and decide as before. All the exercises may be combined or given in the same lesson, and the class drilled upon them for some time.

It is generally desirable to change the subject as often as once a fortnight. It will be seen that these exercises assist the child in learning to read. The same power of mind is being cultivated that enables him to recognize words by their forms, and we actually find that children learn to read more rapidly for having such training.

#### SIMPLE PERCEPTION AND IMITATION.

The class should be practised in observing and imitating simple patterns formed with the blocks. The teacher will arrange two forms at first, as fancy may dictate, and request some to imitate the arrangement. All who will observe and decide whether correct or not. Two weeks will not be too long to dwell on this part of the subject.

#### PRACTICE IN DRAWING.

The simpler forms may be presented at first, and the children encouraged to draw them. They will, of course, work slowly and awkwardly, but it is very important that beginners should commence young, if we expect them to sketch readily. Our pupils in the higher departments should be able to draw the outlines of common objects as readily as they form the letters of the alphabet. To accomplish this, children must have early and continued practice. It is the duty of the primary teacher to commence the work.

It will be noticed that the first division only, of our course, has thus far occupied our attention. A full elucidation of the whole subject, as indicated in the foregoing order of exercises, would fill a volume. In future articles, it will give us pleasure to present an outline of other topics.—*Am. Ed. Monthly.*

### 2. CORRECT SPEAKING.

We advise all young people to acquire, in early life, the habit of using good language, both in speaking and writing, and to abandon as early as possible all use of slang words and phrases. The longer they live the more difficult the acquisition of such language will be; and if the golden age of youth, the proper season for the acquisition of language, be passed in its abuse, the unfortunate victim of neglected education is very probably doomed to talk slang for life. Money is not necessary to procure this education. Every man has it in his power. He has merely to use the language which he reads, instead of the slang which he hears; to form his taste from the best speakers and poets of the country; to treasure up choice phrases in his memory, and to habituate himself to their use—avoiding at the same time that pedantic precision and bombast, which show rather the weakness of a vain ambition than the polish of an educated mind.

### 3. MEMORY ACQUIRED BY PRACTICE.

The history of the celebrated conjuror, Robert Houdon furnishes a remarkable example of the power of memory acquired by practice. He and his brother, while yet boys, invented a game which they played in this wise: they would pass a show window, and look in it as they passed, without stopping, and then at the next corner compare notes and see who could recollect the greater number of things in the windows, including their relative positions. Having tested the accuracy of their observations, by returning to the window, they would go and repeat the experiment elsewhere. By this means they acquired incredible powers of observation and memory, so that after running by a shop window once, and glancing at it as they passed, they would enumerate every article displayed in it.

## III. Biographical Sketches.

### No. 15.—SIR ALEXANDER BANNERMAN.

Sir Alexander Bannerman, late Governor of Newfoundland, died in London, on the 30th ult., in his 81st year. He was a cousin of



Sir A. Bannerman, Bart., the ancestors of whose family were hereditary banner-bearers of the Kings of Scotland during the tenth and eleventh centuries, and whose surname is one of the earliest assumed, in that country, and was born in 1782. He was educated with a view to trade, and for many of the earlier years of his life was an extensive shipowner, merchant, and banker at Aberdeen, to the highest offices of which city he was elected by his fellow citizens, and at length became its Provost. In 1837 he was elected Dean of Mareschal College. At the time of the Reform Bill he was elected (in 1832) on the Liberal interest, to represent Aberdeen, and continued uninterruptedly its member until 1847. During the time he held his seat in Parliament he was nominated by Lord Melbourne one of the Commissioners of Greenwich Hospital, and in 1851 he was nominated by Earl Grey, who was Colonial Secretary in Lord John Russell's administration, to the Governorship of Prince Edward's Island, on which occasion he received the honour of knighthood. Having served in Prince Edward's Island three years, he was transferred in 1854 by the Duke of Newcastle to the Bahamas, as Governor and Commander-in-Chief. Here, too, he remained just three years, and was in 1857 appointed to the chief command of the colony of Newfoundland, which he left some five months ago.

#### No. 16.—THE REV. RICHARD FLOOD, M.A.

The Rev. Richard Flood was born in the county of Galway, Ireland, in the year 1795, at the time of his death on Wednesday last, had attained the age of 70 years. At an early age he entered Trinity College, Dublin, and received the degree of Bachelor of Arts and Master of Arts in regular course. He entered holy orders immediately on leaving college. Mr. Flood afterwards removed to the county of Longford where he became the friend and intimate of the Rev. Benjamin Cronyn, our present venerable Bishop. The latter emigrated to Canada, in the year 1832 and was followed by the subject of this notice, in the succeeding year. Since that period, with the exception of a short removal to Perth county, the deceased divine has been a resident of Delaware, where he has been a faithful minister, a devout missionary, and a zealous friend of every educational movement of the Indian or the improvement of the people of his district at large. To him the Munsee Indians are peculiarly indebted; his first care on arrival was to learn their language and in two years he had so completely mastered the Munsee and Oneida dialects, that he was enabled to preach to large congregations of the tribes each week. His next work was the establishment of a school and church. The latter was soon erected, and the Episcopal Church now to be seen at Munseetown stands as attestation of his energy in the cause. With the Indians he was on terms of friendship—no bitter word was he ever heard to utter, and throughout his forty years mission the name of "Flood" may be said to be engraved deep in every Indian heart. He had long been one of the chaplains of the lord bishop. He continued his clerical duties at intervals until within the last four months. The malady, however, became much worse within the last month; he sank rapidly and expired on Wednesday last.—*London Free Press.*

#### No. 17.—NASSAU C. GOWAN, ESQ.

We regret to announce the death, on Thursday, the 2nd day of March, 1865, of Nassau Chetwood Gowan, Esq., J. P., aged 37 years. Mr. Gowan met his death in the prime of his life and usefulness, by the rail cars running off the track of the Grand Trunk, near Petersburg, (five miles west of Berlin,) while returning to this city, from attending the annual meeting of the Grand Orange Lodge of Western Canada, at Brantford. He lingered from the date of the accident on the 23rd ult., up to the evening of the 2nd instant, when death terminated his mortal career, and called him, it is not doubted, to a happy and glorious immortality. The deceased was the oldest son of Ogle R. Gowan, Esq., of this city, late M. P. P. for Leeds and Grenville. He took an active part in all good works of religion and benevolence, especially in the Temperance cause. He was also an active member of the Orange Institution, and a devoted Protestant, possessing large and evangelical views. His life may be said to have been spent in works of benevolence and love, and was lost while returning from a mission of loyalty and patriotism. As a public speaker he had but few equals, and his being prematurely cut off will be esteemed, by almost all classes of the community as a great public loss. Yesterday, the moment the arrival of his corpse in this city was announced, His Worship the Mayor, and many of our most prominent citizens, hastened to the railway station, to meet his remains, and accompany the sorrowing cortege to his father's residence, Nassau Street. His funeral was one of the largest seen in the city for many years.—*Leader.*

#### 18. HENRY PEMBERTON, ESQ.

Quebec has lost another well known citizen. Mr. Henry Pemberton, for years identified with the trade of this port, as an upright and energetic merchant, and popular with all classes by reason of his many estimable social qualities, died last night at 11 o'clock, after another severe attack of paralysis. Thus the old familiar faces are rapidly passing away.—*Quebec Mercury.*

#### No. 19.—SAMUEL W. MONK, ESQ.

Another of the old citizens of Montreal has gone to his rest. Mr. Samuel Wentworth Monk, Prothonotary, died yesterday, 13th inst, at the age of 73. He had held his office for nearly half a century, having been appointed Prothonotary of the Court of King's Bench in April 1815. He was admitted to the Bar of Lower Canada in the November previous, and the Bar of Montreal holds a meeting to-morrow to pass resolutions upon the event of the death of a very old member. Throughout his life he maintained the character of an honourable man; and the duties of his office were always so faithfully and well performed by him that there was never a complaint made of him, nor room to make one.—*Gazette.*

#### No. 20.—DR. BAIKIE.

At a time when his friends and the many who are interested in African exploration and discovery were anticipating with eager interest the arrival in this country of Dr. Baikie, the sad news has come giving information of his death, at Sierra Leone, on the 12th December. During the past six years our lamented countryman has devoted himself with extraordinary enthusiasm and energy to African exploration, chiefly along the course of the Niger, and for a part of the time in the interior of the country, undergoing surprising privations, overcoming the greatest difficulties, escaping imminent dangers, and collecting, during those six years, an immense mass of the most important facts in natural history and physical science, as well as a large accumulation of specimens, which we trust may be preserved as a fitting memorial of the perseverance and heroism of this gifted Oradian. Dr. Baikie had made every preparation for returning to his native country by the American mail steamer, and had arrived on the 21st of October at Lagos, from which place his friends had received letters from him by the previous mails. Indeed, had it been possible, he was to have come home by the previous mail; but the labour of arranging his African collections occupied longer time than he had anticipated. Arriving at Sierra Leone, "the European's grave," he was suddenly seized with illness, and died in a couple of days. The loss of such a man to science and civilisation is very serious indeed, and while we cannot but offer our condolence with Dr. Baikie's relatives in Kirkwall, we cannot but feel that the public loss is in one sense even a greater cause of sorrow. Dr. Baikie has for years been in a great measure lost to his friends, and by his extraordinary devotion to the mission with which he was intrusted has rendered himself peculiarly an object of public attention and affection, and we venture to say that there are few public men who have recently been called away whose death will be more generally deplored. Dr. Baikie was born in Kirkwall, and was son of Captain John Baikie, R.N., long agent for the National Bank of Scotland. He received his early education in Kirkwall Grammar School, and thereafter studied, with a view to prosecute the medical profession, at Edinburgh University, whose diploma he carried. At an early age he manifested unusual interest in travel and adventure, and it was not difficult to foresee that, if spared, his future life would be distinguished in that respect. As a medical student Mr. Baikie gave evidence of singular ability, and it was in that capacity that he was first fixed upon to undertake duties that ultimately urged him into the theatre of African exploration. In that department Dr. Baikie's history has been full of marvel. He has, especially during the last six years, gone through scenes of adventure and escaped dangers which entitled him to one of the highest positions in the list of travellers, and render his history since the day he left Kirkwall Grammar School one of the most wonderful of any age. And there is no doubt that, whether Dr. Baikie's papers have been left in such a state as to justify his friends in giving to the public a detail of his last six years' adventures or not, enough is known of him to justify us in placing his name by the side of the galaxy of modern African travellers who have done so much to enlighten the world regarding its swarthy tribes and its physical characteristics, and to advance the interests of scientific discovery and progressive civilisation. And certainly, among the long list of honoured sons of which Orkney can boast, there is none of whom it has more reason to be proud than "Dr. Baikie, the African explorer."—*Northern Ensign.*

## No. 21.—THE DOWAGER COUNTESS OF DUNDONALD.

The death of the venerable Countess Dowager of Dundonald, at a great age, on the 25th ult., at Boulogne, recalls one of the romances of history. The marriage of the gallant earl to this brave and high-spirited lady was what he calls "the silver lining to the cloud." Lord Dundonald, in 1812, made the acquaintance, he tells us, of Miss Catherine Corbett Barnes, of a family of some standing in the midland counties. His rich uncle, the Hon. Basil Cochrane, who had destined his large Indian fortune to the re-establishment of the fortunes of the House of Cochrane, left Lord Cochrane his heir on condition that he married the daughter of an admiralty official who had amassed great wealth by the practices which Lord Cochrane had always denounced in parliament. Lord Cochrane refused, and, when the uncle pressed, put Miss Barnes, who was quite as brave as her lover, into a post-chaise, and they were privately married, August 8, 1812, at Annan, in Scotland. The lady shared her husband's dangers by sea and his prosecution on land; her spirit cheered him when under fire, which she bore as bravely as himself, and how her constancy sustained him under that more pitiless fire from unscrupulous political foes, who degraded him and exposed him to obloquy of the grossest kind—is well known to readers of the current history of the day, and of that gallant record of pluck and fortitude, "The Autobiography of a Seaman, by Thomas, Tenth Earl of Dundonald." The noble lady saw her injured husband restored to his rank in the navy and in the Bath. The "last public appearance" of the venerable lady was before the House of Lords on the occasion of the investigation above mentioned. The noble lords all but rose to receive her, and treated her with all honour, while, with the same admirable calmness and self-possession which she had shown under fire, she defended her own and her husband's first marriage.—*Morning Post*.

## IV. Papers on Scientific Subjects.

## 1. THE CHANGES CAUSED BY WATER.

A very superficial glance at the economy of nature in carrying on the daily routine of operations on our globe will satisfy any one that the circulation of water, from the ocean and through the atmosphere, upon and beneath the surface of the land, and so back again to the sea, is in the highest degree important; and the more the phenomena of water are studied, the more important do they appear. Not only does the water in its circulation modify the main features of the surface, but a large part enters beneath the surface, and emerges only after travelling far and penetrating deep. In its journey through strata and among the deep recesses of the earth it performs work that most of us dream but little of. Distilled from the ocean as warm vapor, the atmosphere becomes saturated, and, either as invisible vapor or cloud, the water is drifted along for hundreds of miles with little change. But no sooner is it converted into rain, and passes through the lower strata of the atmosphere to the earth, than it absorbs carbonic acid and a few other ingredients. With these powerful but simple implements it soon works wonders. It dissolves a way for itself; where it cannot run through porous rocks back to the surface, it makes its way downwards, now removing from, now adding to, the strata or the fissures through which it passes. As it goes down it acquires the temperature of the earth's interior—a temperature increasing gradually with the depth of the greatest depths hitherto reached, but no where becoming excessive. The warmer water is with respect to some minerals a stronger, with respect to others a weaker solvent. The water makes its way silently, but as it goes it everywhere promotes change. Some rocks it cements, others it loosens; in some way the minerals and fossils are altered in material, but not in form; while in others the form is altogether obliterated, but the material remains. Down to the greatest depths it is conveyed, not rapidly, perhaps, but with a certain, inevitable, inexorable fate. Up from these depths it reascends, governed by the same fate. While some water sinks an almost equal quantity is evaporated again, and the water from below is constantly sucked up to replace that which is taken from the surface. This great law of nature is as certain and inevitable as the circulation of the blood in a living human being. It represents the life of the world.

And this it is that promotes metamorphism. No sooner has the mud of the sea-bottom become formed than it begins to be covered. When covered it begins to consolidate, and parts with some of its excess of moisture. In this state it may long remain, but ultimately it gets covered up with coat after coat of similar or different material, and, by some of those depressions that constantly affect a large portion of the earth's crust, it sinks down, acquires an equal temperature belonging to its depth. Thus placed it is subjected to the influence of such polar forces as act within the earth's surface.

It is also subject to enormous pressure, greatly increased in the event of an upheaval. During all this time water acts. It helps the half formed mass to become a definite solid; it penetrates every pore, and crystallises the yet shapeless atoms of the ancient mud; it fills up all the crevices; it takes away here and places there; it separates out small portions of foreign bodies, collecting them into one place; it converts the shapeless mass into strata; it forms bands that are among the strata, but independent of them; it even helps the separation of metals, and places them in a certain order in the vacant spaces.—*Metamorphism in the Popular Science Review*.

## 2. ORGANIC POISON IN ROOMS.

Dr. Richardson, an English chemist, says that iodine, placed in a small box, with a perforated lid, destroys organic poison in rooms. During the continuance of an epidemic small-pox in London he saw the method used with benefit.

## 3. BENZINE AS AN INSECTICIDE.

A mixture of ten parts benzine, five parts soap, and eighty-five water, has been very successfully used by Gille to destroy the parasites which infest dogs. It has also been used with good results in veterinary practice, as an application in certain diseases of the skin: and thus diluted, is found to answer better than when pure.

## 4. MAP COLOURS.

*Yellow*.—1. Dissolve gamboge in water. 2. Make a decoction of French berries, strain, and add a little gum arabic.

*Red*. 1. Make a decoction of Brazil dust in vinegar, and add a little gum and alum. 2. Make an infusion of cochineal, and add a little gum.

*Blue*.—A weak mixture of sulphate of indigo and water, to which add a little gum.

*Green*.—1. Dissolve crystals of verdigris in water, and add a little gum. 2. Dissolve sap green in water, and add gum.

## 5. A NEW MATCH.

A lucifer match is now in the market that differs from anything hitherto in existence. Upon the side of each box is a chemically-prepared piece of friction-paper. When struck upon this, the match instantly ignites; when struck upon anything else whatever, it obstinately refuses to flame. You may lay it upon a red-hot stove, and the wood of the match will calcine before the end of it ignites. Friction upon anything else than this prepared pasteboard has no effect upon it. The invention is an English one, and, by special act of Parliament, the use of any other matches than these is not permitted in any public buildings. The discovery is a curious one. There is not a particle of sulphur in the composition of the lucifers in question.

## V. Papers on the Microscope.

## 1. CHARGE ON FORGERY REFUTED BY THE AID OF THE MICROSCOPE.

At the Police Court in London, on Wednesday, Mr. Charles Kent was charged with altering two promissory notes drawn up by Henry Fletcher. It was alleged by the prosecutor that the words "with interest at twenty-five per cent," had been added fraudulently after the notes were signed. The *Prototype* tells the remainder of the story:—The county attorney, Mr. Hutchinson, was present at the prosecution, and Mr. Scatcherd for the defence. Two powerful microscopes were introduced into court, by Mr. Saunders, and the writing of each note was critically examined by those present. The examination, by this means, clearly showed, to our mind at least, that the words mentioned must have been written before the signatures were appended. This was easily discovered, even on one of them, with the naked eye alone. The examination by the microscope, however, appeared to set all doubts at rest on that point, by revealing certain strokes of the pen in the top of the signature crossing a portion of the line said to be afterwards appended, and showing plainly enough to the most obtuse that the words in question must have been inserted at the time the notes were drawn up. Here the case rested; the prosecutor, when called, failed to appear; whether frightened by the tall-tale microscope or not, we do not know, he could not be found. The charge was therefore dismissed, every one feeling that, under the circumstances, no other course could be adopted.

## 2. REVELATIONS OF THE MICROSCOPE.

Brush a little of the fuzz from the wing of a dead butterfly and let it fall upon a piece of glass. It will be seen on the glass as a fine golden dust. Slide the glass under the microscope, and each particle of the dust will reveal itself as a perfect symmetrical feather.

Give your arm a slight prick, so as to draw a small drop of blood; mix the blood with a drop of vinegar and water, and place it upon the glass slide under the microscope. You will discover that the red matter of the blood is formed of innumerable globules or disks, which, though so small as to be separately invisible to the naked eye, appear, under the microscope, each larger than a letter "o" of this print.

Take a drop of water from a stagnant pool or ditch or sluggish brook, dipping it among the green vegetable matter on the surface. On holding the water to the light, it will look a little milky, but on placing the smallest drop under the microscope, you will find it swarming with hundreds of strange animals, that are swimming about in it with the greatest vivacity. These animalcules exist in such multitudes, that any efforts to conceive of their numbers bewilder the imagination. This invisible universe of created being is the most wonderful of all the revelations of the microscope. During the greater part of man's existence on the earth, while he has been fighting, taming, and studying the lower animals which were visible to his sight, he has been surrounded by these other multitudes of the earth's inhabitants, without any suspicion of their existence! In endless variety of feature, they are bustling through their active lives, pursuing their prey, defending their persons, waging their wars, multiplying their species, and ending their careers, countless hosts at each tick of the clock passing out of existence, and making way for new hosts that are following in endless succession. What other fields of creation may yet, by some inconceivable methods, be revealed to our knowledge!—*Am. Educational Monthly*.

## 3. MICROSCOPIC WONDERS.

Upon examining the edge of a sharp lancet with a microscope it will appear as broad as the back of a knife; rough, uneven, full of notches and furrows. An exceedingly small needle resembles a rough iron bar. But the sting of a bee seen through the same instrument exhibits every where a most beautiful polish, without the least flaw, blemish, or inequality, and it ends in a point too fine to be discerned. The threads of a fine lawn seem coarser than the yarn with which ropes are made for anchors; but a silkworm's web appears perfectly smooth and shining, and everywhere equal. The smallest dot that can be made with a pen appears irregular and uneven; but the little specks on the wings or bodies of insects are found to be most accurately circular. The finest miniature paintings appear before the microscope ragged and uneven, entirely devoid of beauty, either in the drawing or coloring. The most even, and beautiful, varnishes will be found to be mere roughness. But the nearer we examine the works of God, even in the least production, the more sensible shall we be of his wisdom and power. In the numberless species of insects what proportion, exactness, uniformity, and symmetry do we perceive in all organs! what profusion of coloring! azure, green, and vermilion, gold, silver, pearls, rubies, and diamonds, fringe, and embroidery, on their bodies, wings, heads, and every part! how high the finishing, how imitable the polish!

## VI. Miscellaneous.

### 1. OUR NATIVE LAND.

BY HELEN M. JOHNSTON.

What land more beautiful than ours?  
What other land more blest?  
The south with all its wealth of flowers?  
The prairies of the west?

Oh no! there's not a fairer land  
Beneath heaven's azure dome—  
Where Peace holds plenty by the hand,  
And freedom finds a home.

The slave who but her name hath heard,  
Repeats it day and night;—  
And envies every little bird  
That takes its northward flight.

As to the polar star they turn  
Who brave a pathless sea,—  
So the oppressed in secret years,  
Dear native land, for thee!

How many loving memories throng  
Round Britain's stormy coast?  
Renowned in story and in song,  
Her glory is our boast!

With loyal hearts we still abide  
Beneath her sheltering wing;—  
While with true patriot love and pride  
To Canada we cling!

We wear no haughty tyrant's chain,—  
We bend no servile knee,  
When to the mistress of the main  
We pledge our fealty!

She binds us with the cords of love,—  
All others we disown;  
The rights we owe to God above,  
We yield to him alone.

May He our future course direct  
By his unerring hand;  
Our laws and liberties protect,  
And bless our native land!

—*Selections from Canadian Poets.*

### 2. "GOD SAVE THE QUEEN.!"

The *Haysa* brings news which we feel sure will send a thrill of joy through every true British American heart. After more than three years of retirement from the world, Her Majesty has once again, to some extent at all events, assumed her place in the Court ceremonies at St. James', and at a grand levee accorded reception to the whole Diplomatic corps.

We cannot hope for our bereaved monarch entire forgetfulness of her great loss. We would not wish that the pomps and splendors of royalty, or even the overflowing tribute of her people's love should ever efface from her mind the memory of "Albert the Good," but let us trust that the poignant anguish of her bereavement may be subdued by the soothing hand of time, and that the loyalty and affection of her subjects may render the cares and anxieties of her exalted position "few and far between."

And we may well believe that in the coming generations, when a new and vigorous British nation shall have been firmly established on Canadian soil, as our sons and daughters shall then look back into the past history of their land, there shall be no name so hallowed with pure and gracious memories as the name of her in whose behalf all Canada prays to-day, "GOD SAVE THE QUEEN."—*Hamilton Spectator*.

### 3. THE QUEEN'S SYMPATHY FOR DR. CASS, OF COWES.

On New-Year's Day, Dr. Cass, of Cowes, received, through the hands of Sir Charles B. Phipps, a massive and magnificent silver inkstand, "As a Memorial from the Queen, of Her Majesty's appreciation of his skill and attention during the many years he attended in his professional capacity at Osborne." Dr. Cass who has long been held in very high esteem at Cowes, had been the medical attendant upon the royal family and household at Osborne for nearly twenty years; but finding of late that his sight had become so seriously impaired as to threaten absolute blindness, he felt constrained (though still in the prime and vigour of life) to resign his appointment at Osborne, and to withdraw altogether from the profession in which he had established a high and well-earned reputation. This circumstance has been a matter of universal regret throughout the whole of the wide district over which Dr. Cass's practice extended; but amongst the many expressions of sympathy which have reached him from all quarters none have been so warm, and none, of course so deeply gratifying, as those which have been conveyed to him from the Queen. "Her Majesty," says Sir Charles Phipps, in the letter which accompanied the costly memorial, "hears with great regret that she shall no longer be able to avail herself of your valuable medical services, and the Queen still more laments the sad cause which has thus forced you to abandon your profession at an age when your usefulness should be greatest." Again Sir Charles says, "I am directed to express Her Majesty's sincere sympathy for the affliction which has obliged you to discontinue your valuable services." These are queenly words, and well calculated to convey to

Dr. Cass the highest solace he can possibly receive under the calamity which has fallen as a fatal blight upon the professional career and marred the fairest hopes and promise of an honourable and laborious life.—*Morning Post*.

#### 4. HER MAJESTY'S HORSES.

Perhaps the best horses in the possession of Her Majesty are the dappled grey ponies used for the Highland excursions of herself and family. There are certain horses in the Royal stud, however, which are unique; for instance, the cream-coloured horses which are employed on State occasions by the Sovereign. These animals, first introduced by the Hanoverian Kings, are a special product of Hanover and the adjacent countries. The breed is kept up most religiously in this country at the Hampton Court establishment. These horses look small in contrast to the great gilt coach they draw, but in reality they are tall, scarcely one of them being less than 16½ hands, and they are proportionably strong, as the State harness for each horse, with all its furniture, does not weigh less than two hundred weight. These Hanoverians are, in fact, the last representatives of the old Flemish horses, once so fashionable. They are slow and prompt in their action, as befits horses destined to serve Royalty on State occasions. Some of them, still in use, are upwards of twenty years old; but they take life easily, airing themselves in the riding school in the mornings, and once a year or so doing the heavy work of taking the old gilded coach with its august burden from Buckingham Palace to the House of Parliament and back.—*Once a Week*.

#### 5. MAXIMS TO BE READ OVER ONCE A WEEK.

Keep good company or none. Never be idle.  
If you cannot be usefully employed, attend to the cultivation of your mind.  
Always speak the truth. Make few promises.  
Live up to your engagements. Keep your own secrets, if you have any.  
When you speak to a person, look him in the face.  
Good company and good conversation are the very sinews of virtue.  
Your character cannot be essentially injured except by your own acts.  
If any one speaks evil of you, let your life be so that no one will believe him.  
Be temperate in all things.  
Ever live (misfortunes excepted) within your income.  
Make no haste to be rich, if you would prosper.  
Small and steady gains give competency with tranquility of mind.  
Never play at any games of chance.  
Avoid temptation, through fear you may not withstand it.  
Earn money before you spend it.  
Never run into debt unless you see a way to get out again.  
Never borrow, if you can possibly avoid it.  
Do not marry until you are able to support a wife.  
Never speak evil of any one.  
Be just before you are generous.  
Keep yourself innocent if you would be happy.  
Save when you are young to spend when you are old.  
When you retire to bed, think over what you have been doing during the day.

#### 6 SENSIBLE MAXIMS.

Never speak of your father as "the old man."  
Never reply to the epithets of a drunkard or a fool.  
Never speak contemptuously of womankind.  
Never abuse one who was once your bosom friend, however bitter now.  
Never smile at the expense of your religion or your Bible.  
A good word is as soon said as a bad one.  
Peace with Heaven is the best friendship.

### VII. Short Critical Notices of Books.

—**SPEKE'S SOURCE OF THE NILE**.\*—The death of Captain Speke, of Her Majesty's Indian Army,† has, if anything, heightened the interest with which this book was first received by the public. It contains an almost daily "Journal of the Discovery of the Source of the Nile," and is full of

incident and adventure. Captain Speke's narrative gives a more than usually satisfactory account of the character and condition of the various tribes with which he came in contact in his tedious and troublesome journey inland from Zanzibar. He has given so minute and graphic an account of his own personal intercourse with these tribes, that the reader can without difficulty form his own opinion of their merits and demerits—the latter being almost the only estimate which he can form of them. Although many of Captain Speke's conclusions are declared not to be sound, and some of his facts are questioned, yet he has nevertheless set at rest many vexed questions in physical geography and the problem of the source of the Nile. Had he lived the matter would have been thoroughly discussed with himself at the meetings of the Royal Geographical Society. It will, however, be fully investigated there. The work is an octavo, and is well "got up" by the Harpers. It is embellished with map, portraits, and numerous excellent illustrations.

—**READER'S SAVAGE AFRICA**—This is another of Harper's series of 8vo. editions of works relating to explorations in Africa. The series already includes the following: *Livingston's South Africa*—*Barth's North and Central Africa*, 3 vols.—*Burton's Central Africa*—*Anderson's Okavango River*—*Du Chaillu's Equatorial Africa*—*Davis' Carthage*—*Speke's Source of the Nile*—and the present work (*Reader's Savage Africa*); in all ten volumes, 8vo., besides *Ellis' Madagascar* and fifteen other smaller books relating to Africa. This work of Mr. Reader's embraces "the Narrative of a Tour in Equatorial South Western and North-Western Africa; with notes on the habits of the Gorilla; on the existence of Unicorns and Tailed Men (Lord Monboddo's theory); on the Slave Trade; on the origin, character, and capabilities of the Negro, and on the future civilization of Western Africa." In the discussion of so many topics the author takes a wide range, and his conclusions may sometimes be wide of the mark. The information, however, which he gives of the present condition of Sierra Leone, Liberia, Cape Palmas, Cape Coast Castle, Ashantee, Dahomey, and other parts of the Western Coast of Africa, cannot fail to be interesting to the general reader. There is a map and numerous good illustrations in the book.

—**ANDERSSON'S OKAVANGO RIVER**.\*—"A narrative of travel, exploration and adventure, by C. J. Andersson, author of "Lake Ngami." With numerous illustrations and a map." This is one of the works referred to the preceding notice. It is written by an African traveller of some experience, and contains a detailed account of his journey northwards from the Cape Via Walwich Bay through the Damara Land to the Okavango river, which is N. W. from Ngami. This edition of Mr. Andersson's book contains what is not in the original English editions, a good map of South Africa, shows the regions described by Andersson, Dr. Livingston, Cumming, Burton and Du Chaillu. It also contains several good engravings.

—**BURTON'S CITY OF THE SAINTS**.\*—This forms another of Harper's illustrated octavo edition of books of travel and adventure. The writer is well known as the author of "The Lake Regions of Central Africa," and is therefore an experienced traveller. This book contains a sprightly and amusing account of Captain Burton's travels from the Missouri River across the Rocky Mountains to the Pacific, by way of the Mormon Settlement at Salt Lake City. It also contains a detailed sketch of Mormon life at Salt Lake City and its delusions, besides much valuable geographical information of the regions traversed by the author. A number of good wood engravings are inserted in the work.

—**HALL'S ARCTIC RESEARCHES**—This is another of the handsomely illustrated 8vo. editions of books of exploration and travel. It contains an account of Charles F. Hall's "Arctic Researches, and Life among the Esquimaux; being the narrative of an expedition in search of Sir John Franklin in the years 1860, 1861, and 1862." Few subjects, except African discoveries, have given rise to so many interesting books of travel as the one relating to the search for the brave Sir John Franklin. The present work has an interest peculiarly its own, from the fact that Mr. Hall's researches were undertaken after the fate of Franklin was known to the world. His object was, if possible, to find some trace by Franklin's men—many of whom he believed to be still among the Esquimaux. With this view he has resided among them and studied their language. On the publication of the present volume, he has again gone to live among them—to gain their confidence, and by patient enquiry and research to endeavour to solve the remaining mystery of the fate of Franklin's men. The work is deeply interesting, and gives an admirable insight into the daily life of the Esquimaux. It is beautifully illustrated with one hundred excellent wood engravings. It also contains a good map.

\* New York: Harper & Brothers; Toronto: W. C. Cheswell & Co.

\* All the works referred to in these notices are published by Messrs. Harper & Brothers, New York; Toronto: W. C. Cheswell & Co.

† See *Journal of Education* for November, 1864, page 170.

— **BROWNE'S CRUSOE'S ISLAND.**\*—There are few boys attending any of our schools who have not heard of Robinson Crusoe. To many of them both the hero of the story and his lonely island are a myth. The present work, however, will set at rest many of their doubts on this subject. It contains a narrative of a visit to the island itself (off the coast of Chili) and gives minute details of Selkirk's (Crusoe's) supposed life on the island, with sketches of his favourite haunts, and other places of interest. The book also contains "Sketches of Adventure in California and Wushoe,"—these latter adventures are of a very *outré* description indeed. The illustrations are numerous, but many of them look more like caricatures than illustrations of even the rough life of California miners.

— **MOWER'S ARIZONA AND SONORA.**\*—This may be considered as a companion volume to the one just noticed, but it is more reliable and valuable. It contains sketches of "the Geography, History, and Resources of the Silver Region of North America." It is brought down to 1864, and includes notices of each of the important silver mines in Arizona and Sonora.

— **HARPER'S TRAVELLERS' HAND BOOK.**\*—The title of this book will best explain its object: A "Hand-Book for Travellers in Europe and the East; being a guide through Great Britain, Ireland, France, Belgium, Holland, Germany, Italy, Sicily, Egypt, Syria, Turkey, Greece, Switzerland, Tyrol, Spain, Russia, Denmark, and Sweden, with a railroad map, corrected up to 1864, and a map embracing coloured routes of travel in the above countries." The work extends to about 620 pages of fine clear type in double columns, and evidently contains the cream of Murray's celebrated series of "Hand-Books of Travel." It will be found to be an invaluable companion for the traveller in Europe and the East.

— **NEWMAN'S DAN TO BEERSHEBA.**\*—The name of Newman attached to this book will doubtless attract attention, but it is proper to state that the work is written by the Rev. J. P. Newman, D.D., an American Methodist Minister. It contains a sketch of "the Land of Promise as it now appears, including a description of the boundaries, topography, agriculture, antiquities, cities, and present inhabitants of that wonderful land; with illustrations of the remarkable accuracy of the sacred writers in their allusions to their native countries. Illustrated with maps and engravings." The field surveyed by the author is extensive enough; but it can scarcely be expected that in 500 pages of a 12mo. book justice can be fully done to so interesting and varied a subject. Nevertheless, Dr. Newman has succeeded in compressing into an easily readable compass valuable information on all the topics contained in the title to his book. In this respect it is superior to the more noted "Land and the Book," by the Rev. Dr. Thompson. To lovers of *the land and the Book*, it will attract more readers than will Dr. Thompson's work. The maps and numerous illustrations are very good.

— **MOWHORTON'S NEW TESTAMENT HAND-BOOK.**\*—To any student of the New Testament this "Popular Hand-Book" will prove to be an invaluable help. It contains, in a very small compass, an analysis of each book in the New Testament, with introductory sketches of each, and of the objects and circumstances (so far as known) under which they were written. It also contains brief notices of the sources of the texts from which translations or versions of the New Testament have been made down to King James, in 1613 (as well as John Elliot's Indian version). The book also contains some specimens of various original editions of the Testament.

— **BEECHER'S RELIGIOUS TRAINING OF CHILDREN.**\*—This work, by Miss O. E. Beecher, relates to the "Religious Training of Children in the School the Family, and the Church." In addition to an interesting and valuable series of chapters on the special subject of the work, the book also contains a number of characteristic letters (with replies from the authoress) from bishops and clergy of the Protestant Episcopal Church, Roman Catholic priests, Congregational ministers, including her own brother, the Rev. Dr. Beecher, the wife of a Methodist minister, and from other religious female friends. As an exposition of the views of leading members of some of the various religious persuasions in the United States, on "the relation of children to the church," these letters form an interesting part of the book.

— **LYMAN BEECHER'S AUTOBIOGRAPHY.**\*—The Beecher family have become so well known in the American religious world, that this "Autobiography and Correspondence of Lyman Beecher, D.D., edited by his son, Charles Beecher," will prove a valuable addition to the religious biography of the day. A sketch of the life of any eminent minister is generally useful and instructive, but when that minister is the head of a noted family like that of the Beechers, his autobiography becomes in itself an interesting

subject of study. Of Dr Lyman Beecher's children those best known are Dr. Edward Beecher, author of the *Conflict of Ages* and other works; Henry Ward Beecher, of Brooklyn, eminent as a preacher and writer; Harriet Beecher Stow, authoress of the celebrated anti-slavery story of *Uncle Tom's Cabin*; Catharine Beecher, authoress of the preceding and several other works; and Charles Beecher, the editor of the present autobiography. The two volumes of Dr. Beecher's life now published, relate to a highly interesting period of his public and private life and labours. Several letters to his eldest children, Catharine and Edward, are contained in these volumes, and give a good insight into his own inner life as well as of his children. The autobiography itself contains many items of information in American Church History not contained in formal works on the subject.

— **"CACTONIANA: a series of Essays on Life, Literature and Manners,"** by Sir E. Bulwer Lytton, Bart. In this age of prolific magazine and newspaper writing a man of literary merit must have a good deal of courage to collect his magazine articles and reprint them in the hopes of attracting readers to them. We may therefore often judge not of their intrinsic merit but of the value set upon them by their authors, when we see that they reprint them for perusal by their admirers. In the case before us there can be no doubt of the merit of the articles reprinted, and we have no hesitation in welcoming this volume from the pen of the distinguished ex-colonial Secretary, Sir E. Bulwer Lytton. His earlier and lighter writings have had a peculiar fascination for many readers, but it is his later and graver writings like these essays on which his literary fame must hereafter rest. The eighteen essays in this book are exceedingly pleasant reading. They are something in the style of the "Country Parson's" essays.

— **"QUEENS OF SONG: "a being memoirs of some of the most celebrated female vocalists who have performed on the lyric stage from the earliest days of opera to the present time. To which is added a chronological list of all the operas that have been performed in Europe. By Ellen Creathorne Clayton; with portraits."** The title just quoted so fully explains the object and character of this book that it leaves us little to add. The sketches are forty-one in number, including those of Meadames, Pasta, Sontag, Malibran, Grisi, Novello, Garcia, Alboni, Goldschmidt (Jenny Lind) and Piccolomini—of which portraits are also given. The book extends to 546 pages, and has a copious index.

— **"THE CANADIAN HOUSEHOLD."**—This is the title of a neatly little monthly magazine, from the press of Lovell & Gibson, the publisher being A. S. Irving, Toronto. It is devoted to social and moral reform, temperance, literature and instruction; contains several illustrations, and is published at 75c per annum. The present number begins an interesting tale, entitled "Magdalene Nisbett, the Maiden of the Merse." We wish our juvenile Canadian friend every success.

## VIII. Educational Intelligence.

### CANADA, NOVA SCOTIA, AND VANCOUVER ISLAND.

— **QUEEN'S UNIVERSITY, KINGSTON.**—We have much pleasure in stating that the Library of our University has within the last week received two handsome and valuable donations. The larger of these amounts to 266 volumes. The value of this donation is enhanced by the fact that the gentleman from whom it has come had already enriched the Library of the University by some considerable donations during last year. We may be allowed to take this opportunity of drawing the attention of our readers to the efforts which are being made to raise this library into a condition which will render it a boon not only to those who are connected with the University, but to those who are interested in literary or scientific pursuits in this section of the Province, and who must feel that in order to carry on such pursuits with success they require to have within their reach a library where they may consult works which they cannot expect to find in a private collection.—*News.*

— **REV. WM. SNOODGRASS.**—We notice in the *Glasgow Herald* of the 11th instant that the Senate of the University of Glasgow, at their meeting on Thursday, 9th February, unanimously conferred the degree of Doctor of Divinity upon the Rev. Wm. Snodgrass, formerly Minister of St. Paul's Church, Montreal, and now Principal of Queen's College, Kingston.

— **Professor Bell**, of Queen's College, Kingston, has been elected a Fellow of the Geological Society of London. The *Daily News* says, that he is the only F. G. S. in that part of Canada.

\* New York: Harper & Brothers; Toronto: W. C. Chewett & Co.

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—**MIDDLESEX SEMINARY.**—The opening of the Middlesex Seminary took place on the 3rd instant. A large crowd of people assembled in the spacious building erected and fitted for the Seminary. Jno. Moffatt, Esq., was called to the chair, and explained the plan and object of the institution. Thereafter the audience listened most attentively to excellent addresses delivered by the following gentlemen, viz:—The Rev'ds. Mr. Mr. McArthur, J. Straith, J. Skinner, W. Fletcher, and Dr. Hanson. The refreshments were abundant and suitable for the occasion. Intervals were most agreeably filled up with vocal and instrumental music, by the promising Choir of Komoka. The Seminary is likely to prove a valuable educational institution. Situated at Komoka, a very healthy locality; it is easy of access by railway, and is removed from the evil influences and temptations too common in cities and towns, so that parents can send thither their sons and daughters without fear that they will return with their morals corrupted. The pupils will also be under the care of the principal and teachers in the boarding department. By the sagacity and indomitable perseverance of Mr. Geo. Moffatt, the Principal, the Company was formed, twenty acres of land purchased, and two large brick buildings erected thereon. Two wings are yet to be added to the Seminary buildings, which, when completed, will accommodate about one hundred pupils. There is a staff of efficient teachers for both male and female departments. Miss McMillan the lady already mentioned, will guide the studies of the young ladies at the piano. A goodly number of scholars had already arrived, and the trains were constantly bringing in more. As there will be but a limited number admitted this winter, students should make an early application. To those who purchase a Scholarship the whole expense of keeping a student one year is less than one hundred dollars! This includes board and washing. We hope families will avail themselves of this very promising institution.—*Com. to Toronto Evening Journal.*

—**PRINCE EDWARD TEACHERS' ASSOCIATION.**—The Teachers' Association for the County of Prince Edward, met on the 18th day of January. The President—F. F. McNab—in the chair. The Committee appointed at a previous meeting, to revise the constitution and prepare By-Laws for the Association, presented their report, which was adopted. The following gentlemen were then appointed officers for the ensuing year: J. Terill, Esq., President; G. Cork, 1st Vice, and G. O. Vandusen, 2nd Vice Presidents; D. C. Morden, Recording Secretary; W. J. Byam, Corresponding Secretary; L. Platt, Treasurer; J. Benson, G. Cork and Robert Carey, Executive Committee; H. McMullen, on behalf of the Association, and W. E. Price by the President, were appointed Auditors for the ensuing year. Geo. E. Vandusen, Esq., was appointed to read an essay next meeting. The Meeting of the Association was all that could be expected; not only was the Association largely attended by teachers from various parts of the County as also by other influential individuals interested in the educational interests of the County; but the best feeling prevailed throughout the proceedings of the day. Everything passed off harmoniously, and to the entire satisfaction of all present. The Association will meet again at Picton on the 20th of April.—*North American.*

—**INSTITUTION, FOR THE DEAF, DUMB, AND BLIND.**—It is impossible for any one to be a witness of the examination which took place in the Mechanic's Hall, without having all their feelings of sympathy, and of pity warmly elicited. The hall was crowded to overflowing with a most respectable audience, who watched the proceedings with very great interest and delight. The chair was taken by Mr. Cummings, who in a few brief words introduced Mr. McGann, the Principal of the institution, who gave a brief resume of the history of establishments of this kind in Canada. Mr. McGann spoke hopefully of the future, and said that he regarded the rapid progress which the school had made hitherto and the support it had received from the government, County Councils, and private sources, augured well for its success for the time to come. He then proceeded to read the report, by which it appears that the institution which has been in existence for six years, has made a very rapid advancement in prosperity and usefulness during the past year. The number of scholars at the close of the year 1863, was 14; the largest number in attendance since the opening in 1858, was 24; but the number has now become augmented to 53, viz, 47 deaf mutes and 6 blind pupils. Another very satisfactory indication is the fact that the Institution is free from debt. At the conclusion of the reading of the report, some extracts from English history were read by a blind boy. Some very interesting exhibitions of the proficiency acquired by the deaf mutes, in reading, writing, geography and grammar were then

given, some of the pupils exhibiting a quickness of understanding which was truly marvellous. Their great imitative powers were amusingly displayed by two little fellows, who went through the various motions of walking, running, fighting and *talking*, in a very natural manner. Two blind boys enlivened the exhibition by performing a selection on the Violin and Concertina. Nor must we forget and commend the singing of a little blind girl, who, in a very simple artless manner, sang that old song (filled as it is with a natural description of those natural beauties she can never behold) "When the rosy morn appearing." The exhibition ended by the whole assemblage of deaf mutes repeating the Lord's Prayer in their dumb language. We are but giving expression to the feeling of all our fellow citizens when we say that we hope every success may attend an Institution so productive of good results.—*Hamilton Spectator.*

—**SEPARATE SCHOOLS.**—The Roman Catholics of Upper Canada held a meeting in Toronto recently, and unanimously passed a resolution setting forth, that as it is proposed to guarantee the educational privileges of the Protestant minority in Lower Canada under the Confederation, the same rights and privileges be accorded to the Catholics of Upper Canada. Another resolution, asserting that "the Protestants of Lower Canada enjoy many and important privileges which the Catholics of Upper Canada are disallowed, viz, a university, normal school, numerous endowed academies and grammar schools, nearly four times the amount of money which is granted by the Legislature for the purpose of Catholic education in Upper Canada," was also carried, and a committee appointed to memorialize the Legislature on the subject, with a view of obtaining similar privileges.—*Montreal Gazette.*

—**A SCHOOL MASTER IN TROUBLE.**—On the 23rd inst., Mr. Neil McKinnon, teacher of a school in the 2nd concession of Markham, was tried at Richmond Hill before a Magistrate's court on a charge of unlawfully and with excessive violence correcting a boy attending school named Fred. Montgomery, by striking him with a stick, and was fined \$5 and costs for the offence. The amount he had to pay altogether was \$10.55.

—**NOVA SCOTIAN EFFORTS IN BEHALF OF EDUCATION.**—A short time ago an educational institution, bearing the name of "the Yarmouth Seminary," was inaugurated with appropriate exercises. Property of the value of twenty thousand dollars, the gift of private individuals, has been set apart for educational purposes, free from all sectarian control, and in its subordinate departments, which are designed to furnish a thorough English Education, free to all the children of the district in which it is located. It is, if your correspondent is correctly informed, the first public free school in Nova Scotia. It has two higher departments, one of them being a female seminary designed to rank with such institutions as Mount Holyoke. These higher departments are open to all who are qualified to enter them, upon payment of certain prescribed fees. The constitution of the seminary carefully guards its morality. The building is admirably adapted to the purposes for which it was erected, and is furnished with all the modern improvements. It has accommodation for five hundred pupils, and could easily be made to accommodate half as many more. It is only justice to one gentleman, N. K. Clements, Esq., to say that to him, more than to any other, the credit of this movement is due. He originated it, awakened the public interest, secured the co-operation of others, and personally undertook the financial responsibility. He holds no claim against the property, being determined that the institution shall not be burdened, as too many are, by debt, which always retards their usefulness, and sometimes destroys them altogether. Your correspondent hopes that the foregoing will not be uninteresting to Canadians, in view of the present aspect of political movements. Canada has a reputation abroad second to none on the continent, for its educational position, and progress on our part must gratify her people, and all the more if we are to become more closely united.—*Witness.*

—**VANCOUVER ISLAND.**—The education question had been engaging the attention of the Vancouver's Island Legislature. The Committee on Education had presented a report, of which the two essential clauses were the following: "That there should be established in this colony a system of free schools, conducted by thoroughly competent trained teachers, wherein the intellectual, physical, and moral training, would be such as to make the schools attractive to all classes of people." "That in a community such as this, where religious opinions are so diversified, and where the benefits of a well devised educational system should be extended to all, the reading of the Bible or the inculcation of religious dogmas in free schools

would be inadvisable." The report had been discussed in the Assembly, and an expression of opinion given by the members, generally favorable to the view of the committee.

### IX. Departmental Notices.

#### INDISTINCT POST MARKS.

We receive, in the course of the year, a number of letters on which the post marks are very indistinct, or altogether omitted. These marks are often so important, that Postmasters would do well to see that the requirements of the Post-office Department, in relation to stamping the post-mark on letters is carefully attended to.

#### NO PENSIONS TO COMMON SCHOOL TEACHERS UNLESS THEY SUBSCRIBE TO THE FUND.

Public notice is hereby given to all Teachers of Common Schools, or Teachers of the English branches in Grammar Schools, who are legally qualified Common School Teachers in Upper Canada, who may wish to avail themselves at any future time of the advantages of the Superannuated Common School Teachers' Fund, that it will be necessary for them to transmit to the Chief Superintendent, if they have not already done so, their subscriptions, at the rate of \$5 per annum for each preceding year, commencing with 1854, and at the rate of \$4 per annum for the current year's subscription. The law authorizing the establishment of this fund provides, "*That no teacher shall be entitled to share in the said fund who shall not contribute to such fund at least at the rate of one pound per annum.*" No pension will be granted to any teacher who has not subscribed to the fund, in accordance to the preceding regulations of the Council of Public Instruction.


#### SCHOOL REGISTERS SUPPLIED THROUGH LOCAL SUPERINTENDENTS.

School Registers are supplied gratuitously, from the Department, to Common and Separate School Trustees in Cities, Towns, Villages and Townships by the County Clerk—through the local Superintendents. Application should therefore be made direct to the local Superintendents for them, and not to the Department. Those for Grammar Schools have also been sent to the County Clerk, and will be supplied direct to the head Masters, upon application to the Clerk.

#### Assorted Prize Books in Packages.

*Selected by the Department, for Grammar or Common Schools, from the Catalogue, in assorted packages, as follows.*

Package No. 1. Books and Cards, 5cts. to 70cts each.....	\$10
" No. 2. Ditto ditto 5cts. to \$1.00 each.....	\$16
" No. 3. Ditto ditto 5cts. to \$1.25 each.....	\$20
" No. 4. Ditto ditto 10cts. to \$1.50 each.....	\$26
" No. 5. Ditto ditto 10cts. to \$1.75 each.....	\$30
" No. 6. Ditto ditto 10cts. to \$2.00 each.....	\$36
" No. 7. Ditto ditto 15cts. to \$2.25 each.....	\$40
Package No. 8. Books and Cards, 15cts. to \$2.50 each.....	\$46
" No. 9. Ditto ditto 15cts. to \$2.75 each.....	\$50
" No. 10. Ditto ditto 20cts. to \$3.00 each.....	\$56
" No. 11. Ditto ditto 20cts. to \$3.25 each.....	\$60
" No. 12. Ditto ditto 20cts. to \$3.50 each.....	\$66
" No. 13. Ditto ditto 25cts. to \$3.75 each.....	\$70
" No. 14. Ditto ditto 55cts. to \$4.00 each.....	\$76
" No. 15. Ditto ditto 25cts. to \$4.25 each.....	\$80
" No. 16. Ditto ditto 30cts. to \$4.50 each.....	\$86
" No. 17. Ditto ditto 30cts. to \$4.75 each.....	\$90
" No. 18. Ditto ditto 30cts. to \$5.00 each.....	\$96
" No. 19. Ditto ditto 35cts. to \$5.25 each.....	\$100
" No. 20. Ditto ditto 35cts. to \$5.50 each.....	\$120

 *Special Prizes*, in handsomely bound books, singly at from \$1.05 to \$5.50. In sets of from two to six volumes of Standard Literature, at from \$3.00 to \$10.00 per set. Also Microscopes, Drawing Instruments, Drawing Books, Classical

Texts, Atlases, Dictionaries, Small Magic Lanterns, Magnets, Compasses Cubes, Cones, Blocks, &c. &c.

\*\*\* Trustees are requested to send in their orders for prizes at as early a date as possible, so as to ensure the due despatch of their parcels in time for the examinations, and thus prevent disappointment.

#### Canadian School Maps and Apparatus.

Sets of the two new series of maps of Canadian manufacture are now ready, and can be had, by school authorities, at the Educational Depository, Toronto, either singly, in wall cases, or on rotary stands, embracing Maps of the World; Europe, Asia, Africa, and America, of two sizes; the British Isles, Canada and Palestine, and British North America.

Terrestrial and Celestial Globes, of Canadian manufacture, of the following sizes: *three* (hemisphere), *six*, *twelve*, and *eighteen* inches in diameter, and on various kinds of frames.

The Canadian School Apparatus embrace, among other things, Planetariums, Telluriums, Lunarians, Celestial Spheres, Numeral Frames, Geometrical Forms and Solids, &c. Also, a great variety of Object Lessons, Diagrams, Charts, and Sheets. Magic Lanterns, with suitable slides, from \$2.40 to \$1.20 with objects, Telescopes, Barometers, Chemical Laboratories, beautiful Geological Cabinets, and various other Philosophical Apparatus in great variety. Catalogues, and printed Forms of Application, may be had at the Depository.

#### LARGE MAP OF BRITISH NORTH AMERICA.

New Map of British North America, including Nova Scotia, New Brunswick, Prince Edward Island, Newfoundland, Vancouver Island, British Columbia, Red River, Swan River, Saskatchewan; a Map of Steamship Routes between Europe and America, &c. &c. 7ft. 9in. by 3ft. 9in. Constructed and just published under the supervision of the Educational Department for Upper Canada. Price \$6.

#### PORTABLE COMPOSITION BLACKBOARDS.

**T**HIS substitute for the Blackboard is made of Canvas, covered with successive coats of Composition until it is of a sufficient thickness to be rolled up without injury. It is mounted on a portable wooden frame, 8 feet 6 inches high by 2 feet 6 inches wide. It may be obtained at the Educational Depository. Price \$2.

It possesses the following advantages over the ordinary painted blackboard:—

1. It can be removed to any part of the School-house, and is invaluable for separate classes.
2. It is not so liable to be scratched with chalk as the common blackboard.
3. When it is not required for use, it can be rolled up in a small compass, and laid aside.
4. Both sides can be used, so that two classes may be kept at work at the same time.

#### SCHOOL INK WELLS.

**T**HE following INK WELLS have been manufactured in Toronto and are for sale at the Educational Depository:—

- No. 1. Plain Metal Ink Wells, with covers, per doz..... \$1 50
  - No. 2. Improved Metal Non-evaporating Ink Wells, per doz... 3 00
- No. 1 is a wide-mouthed well, designed to be let into the desk. It has an iron cover to screw over the top so as to prevent the dust falling into the ink.
- No. 2 consists of three pieces: A circular piece to let into the desk, and to be screwed to it; it has a rim on which the well rests; over this is placed a cap which covers the top of the well. It has a small aperture for the pen, covered with a movable lid.
- It possesses the following advantages:—
1. The ink is not liable to be spilled;
  2. It effectually protects the ink from dust;
  3. It prevents evaporation, owing to the covers and the small size of the aperture;
  4. It has facilities for cleaning, but, the cover being screwed down, does not allow the pupil to take it out at his pleasure.
  5. It is not, like glass, liable to breakage.

ADVERTISEMENTS inserted in the *Journal of Education* for 20 cents per line, which may be remitted in postage stamps, or otherwise.

TERMS: For a single copy of the *Journal of Education*, \$1 per annum, back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must in all cases accompany the order. Single numbers, 10 cents each.

All communications to be addressed to J. GEORGE BOWEN, I. L. B. Education Office, Toronto.

May 11

# JOURNAL OF



# EDUCATION,

Upper

Canada.

VOL. XVIII.

TORONTO: APRIL, 1865.

No. 4.

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## OFFICIAL CIRCULAR FROM THE CHIEF SUPERINTENDENT OF SCHOOLS TO THE BOARDS OF TRUSTEES OF GRAMMAR SCHOOLS THROUGHOUT UPPER CANADA.

GENTLEMEN,—In February 1855, I had the honour to address you a circular, transmitting to you the Regulations, which, after careful consideration, had then been adopted by the Council of Public Instruction, and approved by the Governor General in Council, for the better organization and government of Grammar Schools in Upper Canada—including rules as to the qualifications for admission of pupils to each Grammar School, the exercises and discipline to be observed, the course of studies to be pursued, and the text books to be used.

2. Those regulations have remained unchanged for ten years up to the present time; but the primary object of them, as stated in the prefatory explanation to them, has been only very partially accomplished. The 12th Section of the Grammar School Act provides as follows: "In each County Grammar School provision shall be made for giving, by a Teacher or Teachers of competent ability and good morals, instruction in all the higher branches of a practical English and Commercial Education, including the Elements of Natural Philosophy and Mechanics, and also in the Latin and Greek Languages, and Mathematics as far as to prepare students for University College or any College affiliated to the University of Toronto,—according to a programme of studies and general rules and regulations to be prescribed by the Council of Public Instruction for Upper Canada, and approved by the Governor in Council, and no Grammar School shall be entitled to receive any part of the Grammar School Fund, which is not conducted according to such programme, rules and regulations."

The Council, after quoting this clause of the Act, defining the duty of Grammar Schools, remarked: "From these provisions of the law, it is clear that the object and function of Grammar Schools, is not to teach the elementary branches of English, but to teach the higher branches alone, and especially to teach the subjects necessary for matriculation into the University."

3. Such is the object of the law, and such was the object of the regulations and programme as adopted by the Council of Public Instruction in 1855, and approved by the Governor General in Council. But from the inefficiency of the common schools at that time the grammar schools were still suffered to do common school work; and the evil to the grammar schools has increased rather than diminished. In the mean time the common schools have so improved in character and efficiency as to be decidedly in advance of most of the grammar schools in teaching all the subjects of an ordinary English education; and to allow the grammar schools still to do common school work is not only at variance with the object of the grammar school fund, but is an infringement on the province of common schools, a very serious injury to them in many cases, is doing poorly work which the common schools do well, and is destroying the efficiency of grammar schools in their own legitimate work. This remark does not, of course, apply to the few grammar schools which strictly observe the Regulations established by law and confine their teaching to the subjects of the prescribed programme of studies. But in a large proportion of the grammar schools, the legitimate work of the grammar school constitutes the smallest part of their teaching—in some instances it is not done at all; while they are chiefly, and in some instances wholly, occupied in teaching the very same subjects that are prescribed and are better taught in the common schools. The Inspectors in their reports from year to year have pointed out these evils both to the Grammar and Common Schools; and the time has now come when the Common Schools should be protected in the work which they are nobly doing, and the Grammar Schools should be made to do the work, and that alone, which is prescribed for them by law, and for which alone the Grammar School Fund was created. And as every Common School is required to perform a certain amount of prescribed work in order to share in the Common School fund, so no Grammar School should be recognized as such, and as such receive public aid, unless it has at least an average attendance of ten classical pupils, and unless it devotes its whole strength to teaching the subjects of a classical educa-

tion. This is essential to the creation and maintenance of good Grammar Schools, and to the due advancement of sound classical education, as well as for the due protection and encouragement of Common Schools and of sound Common School education.

4. Impressed with the importance of this duty and of those interests, the following additional regulations have, after much consideration, been adopted by the Council of Public Instruction, and have been approved by the Governor General in Council :

**I. Basis of Apportionment of the Grammar School Fund.**—As far as the law will permit, the apportionment of the Grammar School Fund, payable half-yearly to the Grammar Schools, shall (as in the case of Common Schools) be made according to the average attendance at each Grammar School of pupils learning the Greek or Latin language; and such attendance shall be certified by the Head Master and Trustees, and verified by the Inspector of Grammar Schools.

**II. Conditions of Apportionment.**—After the first day of January, 1866, no Grammar School shall be entitled to receive any thing from the Grammar School Fund, unless suitable accommodations shall be provided for it, and unless it shall have a daily average attendance (times of epidemic excepted) of at least ten pupils learning Greek or Latin; nor shall any other than pupils learning the Greek or Latin language be admitted or continued in any Grammar School.

**III. Examination and Temporary Admission of Pupils into the Grammar Schools.**—The examinations and admissions of pupils by the Head Master of any Grammar School, shall be regarded as preliminary and provisional until the visit of the Inspector, who shall finally examine and admit all pupils to the Grammar Schools.

**IV. Final admission of Pupils.**—It shall be the duty of the Inspector, not only to examine the Grammar Schools as heretofore, but to examine and finally to admit all pupils into the schools, according to the entrance examination prescribed, and to ascertain by careful investigation, how far each Grammar School is fulfilling the conditions of the law and is conducted as the law and general regulations require, and to report forthwith to the Chief Superintendent any case of failure or delinquency in these respects.

**V. Queen's Birth Day a Holiday.**—The anniversary of the Queen's birth day shall be a holiday in all the Grammar and Common Schools of Upper Canada.

**VI. Teachers may visit each others' Schools.**—Any teacher of a Grammar or Common School shall be entitled to five of the ordinary school-teaching days of each year to be selected by such teacher, for the purpose of visiting and observing the methods of classification, teaching and discipline practised in other schools than that in which he or she teaches.\*

**NOTE.**—Union Grammar and Common Schools are subject to the regulations affecting holidays and vacations in Grammar Schools.

5. The whole of the regulations for the organization and government of Grammar Schools, as finally revised, have been reprinted in connection with these additional regulations; and they are herewith transmitted for the guidance of Trustees and Masters of Grammar Schools. The programme of studies has been simplified and made more practical; the list of text books will also be revised in the course of a few months, and it is expected the Grammar School Act will be materially amended,—so that at the commencement of 1866 the Grammar Schools may enter upon a new and appropriate course of labour from which may be anticipated the happiest results to the interests of superior education in Upper Canada.

6. I need not here repeat or enlarge upon the practical suggestions which, in my circular of 1855, I offered for the consideration of Trustees and Masters of Grammar Schools in re-

gard to the principles and mode of teaching the various subjects of the prescribed programme of studies. The Council of Public Instruction has been fortunate in securing the services of the Rev. George Paxton Young, A.M., as Inspector of Grammar Schools, who, from his solid learning, great experience and ability, in connection with sound judgment and true kindness of heart, will afford to both Trustees and Masters of Grammar Schools the best counsels for the promotion of the important interests entrusted to them.

I have the honour to be, Gentlemen,

Your obedient servant,

E. RYERSON.

DEPARTMENT OF PUBLIC INSTRUCTION,

Toronto, 1st May, 1865.

## REVISED PROGRAMME OF STUDIES, AND GENERAL RULES AND REGULATIONS FOR THE GOVERNMENT OF GRAMMAR SCHOOLS IN UPPER CANADA.

*Prescribed under the authority of the Consolidated Grammar School Act, 22 Vict. cap. 63.*

### PREFATORY EXPLANATION.

The twelfth section of the Upper Canada Consolidated Grammar School Act requires that, "In each County Grammar School provision shall be made for giving, by a teacher or teachers of competent ability and good morals, instruction in all the higher branches of a practical English and commercial education, including the Elements of Natural Philosophy and Mechanics, and also in the Greek and Latin languages, and Mathematics, so far as to prepare students for University College, or for any College affiliated to the University of Toronto,—according to a Programme of Studies, and General Rules and Regulations, to be prescribed by the Council of Public Instruction for Upper Canada, and approved by the Governor General in Council. And no Grammar School shall be entitled to receive any part of the Grammar School Fund, which is not conducted according to such Programme, Rules and Regulations." In the seventh clause of the twenty-fifth section of the Act (after providing for the union of the Grammar and one or more Common Schools in any Municipality) it is provided that "no such union shall take place without ample provision being made for giving instruction to the pupils in the elementary English branches, by duly qualified English teachers."

2. From these provisions of the law, it is clearly the object and function of Grammar Schools, not to teach the elementary branches of English, but to teach the higher branches alone, and especially to teach the subjects necessary for matriculation into the University. With a view to the promotion of these objects, and for the greater efficiency of the Grammar Schools, the Council of Public Instruction for Upper Canada, after mature deliberation, have adopted the following Regulations, which, according to the twelfth section, and the eighth clause of the twenty-fifth section of the Consolidated Grammar School Act, 22 Victoria, chapter 63, are binding upon all Boards of Trustees and officers of Grammar Schools throughout Upper Canada, with the exception of the Regulation in Section VII., which is discretionary with the Head Master and Trustees.

### SECTION I.—BASIS AND CONDITIONS OF APPORTIONMENT OF THE GRAMMAR SCHOOL FUND.

1. As far as the law will permit, the apportionment of the Grammar School Fund, payable half-yearly to the Grammar Schools, shall (as in the case of Common Schools) be made

\* Each Grammar and Common School Master and Teacher must give at least one week's notice to the Trustees, and, in addition, the Grammar School Master must communicate with the Educational Department, in order that he may not be absent during the visits of the Inspector to his School.

according to the average attendance at each Grammar School of pupils learning the Greek or Latin language; and such attendance shall be certified by the Head Master and Trustees, and verified by the Inspector of Grammar Schools.

2. After the first day of January, 1866, no Grammar School shall be entitled to receive any thing from the Grammar School Fund, unless suitable accommodations shall be provided for it, and unless it shall have a daily average attendance (times of epidemic excepted) of at least ten pupils learning Greek or Latin; nor shall any other than pupils learning the Greek or Latin language be admitted or continued in any Grammar School.

#### SECTION II.—QUALIFICATIONS FOR THE ADMISSION OF PUPILS INTO THE GRAMMAR SCHOOLS.

1. The examinations and admissions of pupils by the Head Master of any Grammar School, shall be regarded as preliminary and provisional until the visit of the Inspector, who shall finally examine and admit all pupils to the Grammar Schools.

2. The regular periods for the admission of pupils commencing classical studies, shall be immediately after the Christmas

and after the Summer Vacations; but the admission of those pupils who have already commenced the study of the Latin language, may take place at the commencement of each Term. The preliminary examinations for the admission of pupils shall be conducted by the Head Master; as also examinations for such Scholarships, Exhibitions and Prizes as may have been instituted by Municipal Councils as authorized by law, (a) or by other corporate bodies, or by private individuals. But the Board of Trustees may, if they shall think proper, associate other persons with the Head Master in the examinations for such Scholarships, Exhibitions or Prizes.

3. Pupils in order to be admitted to the Grammar School, must be able, 1. To read intelligibly a passage from any common reading book. 2. To spell correctly the words of an ordinary sentence. 3. To write a fair hand. 4. To work questions in the four simple rules of arithmetic. 5. Must know the rudiments of English Grammar, so as to be able to parse any easy sentence.

#### SECTION III.—PROGRAMME OF STUDIES IN THE GRAMMAR SCHOOLS OF UPPER CANADA.

CLASS.	I. LATIN.	II. GREEK.	III. FRENCH.	IV. ENGLISH.	V. ARITHMETIC AND MATHEMATICS.	VI. GEOGRAPHY AND HISTORY.	VII. PHYSICAL SCIENCE.	VIII. MISCELLANEOUS.
FIRST, OR LOWER.	Latin Grammar commenced. Arnold's 1st Latin Book.	None.	None.	Elements of English Grammar.	Arithmetic. Revise the four simple rules. Reduction and Decimal Currency. Begin Simple Proportion.	Outline of Geography.	None.	Writing. Drawing. Vocal Music.
SECOND.	Latin Grammar continued. Arnold's 2nd Latin Book. Caesar commenced.	Greek Grammar commenced. Harkness' Arnold.	None.	Reading and Spelling.	Arithmetic. Revise previous work. Simple Proportion. Vulgar and Decimal Fractions. *Algebra. First four rules.	English History. Modern and Ancient Geography.	None.	Writing. Drawing. Vocal Music.
THIRD.	Caesar continued. Virgil. Æneid, B. II. commenced. Latin Prose Composition. Prosody commenced.	Greek Grammar continued. Harkness continued. Lucian. Charon.	Grammar and Exercises (DeFavas').	Grammar. Elements of Composition.	Arithmetic continued. Algebra. Fractions. Greatest Common Measure & Least Common Multiple. Simple Equations. †Euclid, B. I.	English History continued. Ancient History. Modern and Ancient Geography.	Elements of Natural History.	Drawing. Vocal Music.
FOURTH.	Virgil. Æneid, B. II. completed. Livy. B. II., ch. 1 to 15 inclusive. Latin Prose Composition. Prosody continued.	* Lucian. Life. Xenophon. Anabasis, B. I. ch. 7, 8. Homer. Iliad, B. I.	Grammar and Exercises continued. Voltaire. Charles XII., B. I., II., III.	Grammar. Composition. Christian Morals and Elements of Civil Government.	*Algebra. Involution and Evolution. Theory of Indices and Surds; Equations, Simple, Quadratic, and Indeterminate. †Euclid. Bb. I, II.	English History continued. History of Canada. Ancient Geography and History.	Elements of Natural Philosophy and Geology.	Drawing. Book keeping. Vocal Music.
FIFTH.	Cicero (for the Manilian law.) Ovid. Horoides, I. and XIII. Horace. Odes, B. I. Composition in Prose and Verse.	Xenophon. Anabasis, B. I., ch. 9, 10. Homer. Odyssey, B. IX. Previous subjects reviewed.	Cornellie. Horace, Act IV. Review of previous subjects.		*Algebra. Progression and Proportion, with revival of previous work. †Euclid, Bb. III, IV.	Review previous subjects.	Elements of Physiology & Chemistry.	Drawing. Vocal Music.

#### Explanatory Memoranda to the foregoing Programme.

1. The above Programme is to be regarded as the model upon which each school is to be organized, as far as practicable, and no departure from it can be allowed, unless sanctioned by the Council of Public Instruction, on the recommendation of the Inspector.

2. Pupils shall be arranged in classes corresponding to their respective degrees of proficiency. There may be two or more divisions in each class; and each pupil shall be advanced from one class or division to another, according to attainments in scholarship, without reference to time.

3. The subjects of the seventh and eighth columns are optional, except writing and book-keeping.

\* Todhunter's or Sangster's.

† Potts' or Todhunter's.

(a) The *Upper Canada Consolidated Municipal Institutions Act*, 22 Vict., chap. 54, section 286, enacts that the Municipal Council of each County, City and Town separated, may pass By-laws for the following purposes:

1. *Lands for Grammar Schools.*—For obtaining in such part of the County, or of any City or Town separated within the County, as the wants of the people may most require, the real property requisite for erecting County Grammar School Houses thereon, and for other Grammar School purposes, and for preserving, improving and repairing such School Houses, and for disposing of such property when no longer required.

2. *Aiding Grammar Schools.*—For making provision in aid of such Grammar Schools as may be deemed expedient.

3. *Pupils competing for University Prizes.*—For making permanent provision for defraying the expense of the attendance at the University of Toronto, and at the Upper Canada College and Royal Grammar School

there, of such of the pupils of the Public Grammar Schools of the County, as are unable to incur the expense but are desirous of, and, in the opinion of the respective Masters of such Grammar Schools, possess competent attainments for competing for any Scholarship, Exhibition, or other similar Prize, offered by such University or College.

4. For making similar provision for the attendance at any County Grammar School, for like purposes, of pupils of the Common Schools of the County.

5. *Endowing Fellowships.*—For endowing such Fellowships, Scholarships or Exhibitions, and other similar prizes, in the University of Toronto, and in the Upper Canada College and Royal Grammar School there, for competition among the pupils of the Public Grammar Schools of the County, as the Council deems expedient for the encouragement of learning amongst the youth thereof.



## SECTION IV.—DUTIES OF THE HEAD MASTER AND TEACHERS.

1. Each Head Master and Teacher of a Grammar School shall punctually observe the hours for opening and dismissing the School; shall, during school hours, faithfully devote himself to the public service; shall see that the exercises of the school are conducted as stated in the preceding section; shall daily exert his best endeavours, by example and precept, to impress upon the minds of the pupils the principles and morals of the Christian Religion, especially those virtues of piety, truth, patriotism and humanity, which are the basis of law and freedom, and the cement and ornament of society.

2. Every Head Master shall keep the daily, weekly and quarterly register of his school, according to the forms and instructions authorized by law. The Head Master of every Senior County Grammar School shall also make the observations and keep the Meteorological Journal required by the 26th section of the Consolidated Grammar School Act, 22 Vict. chap. 63, in addition to which every Head Master shall keep, or cause to be kept, a class register in which are to be noted the class exercises of each pupil, so as to exhibit a view of the advancement and standing of such pupil in each subject of his studies. The Head Master shall also prepare the annual and semi-annual returns of his school required according to law.

3. The Head Master shall practise such discipline in his school as would be exercised by a judicious parent in his family; avoiding corporal punishment, except when it shall appear to him to be imperatively required; and in all such cases, he shall keep a record of the offences and punishments, for the inspection of the trustees at or before the next public examination, when said record shall be destroyed.

4. For gross misconduct, or a violent or wilful opposition to his authority, the Head Master may suspend a pupil from attending at the school, forthwith informing the parent or guardian of the fact, and the reason of it, and communicating the same to the Chairman of the Board of Trustees. But no boy shall be expelled without the authority of the Board of Trustees.

5. When the example of any pupil is very hurtful to the school, and in all cases where reformation appears hopeless, it shall be the duty of the Head Master, with the approbation of the Board of Trustees, to suspend or expel such pupil from the school. But any pupil under this public censure, who shall express to the Head Master his regret for such course of conduct, as openly and as explicitly as the case may require, shall, with the approbation of the Board and Head Master, be re-admitted to the school.

6. The Trustees having made such provisions relative to the school house and its appendages, as are required by the fifth clause of the twenty-fifth section of the Consolidated Grammar School Act, 22 Vict., cap. 63, it shall be the duty of the Head Master to give strict attention to the proper ventilation and temperature, as well as to the cleanliness of the school house; he shall also prescribe such rules for the use of the yard and out-buildings connected with the school house, as will ensure their being kept in a neat and proper condition; and he shall be held responsible for any want of neatness and cleanliness about the premises.

7. Care shall be taken to have the school house ready for the reception of pupils at least *fifteen minutes* before the time prescribed for opening the school, in order to afford shelter to those that may arrive before the appointed hour.

## SECTION V.—DUTIES OF PUPILS.

1. Pupils must come to the school clean in their persons and clothes.

2. Tardiness on the part of pupils shall be considered a violation of the rules of the school, and shall subject the delinquents to such penalty as the nature of the case may require, at the discretion of the Head Master.

3. No pupil shall be allowed to depart before the hour appointed for closing school, except in case of sickness or some pressing emergency; and then the Head Master's consent must first be obtained.

4. A pupil absenting himself from school, except on account of sickness, or other urgent reason satisfactory to the Head Master, forfeits his standing in his class and his right to attend the school for the term.

5. No pupil shall be allowed to remain in the school, unless he is furnished with the books and requisites required to be used by him in the school; but in case of a pupil being in danger of losing the advantages of the school by reason of his inability to obtain the necessary books or requisites through the poverty of his parent or guardian, the Board of Trustees have power to procure and supply such pupil with the books and requisites needed.

6. The tuition fees, as fixed by the Board of Trustees, whether monthly or quarterly, shall be payable in advance; and no pupil shall have a right to enter or continue in the school or class until he shall have paid the appointed fee.

## SECTION VI.—TERMS, VACATIONS, DAILY EXERCISES AND HOLIDAYS.

1. There shall be four Terms each year, to be designated, the Winter, Spring, Summer and Autumn Terms. The Winter Term shall begin the seventh of January, and end the Tuesday next before Easter; the Spring Term shall begin the Wednesday after Easter, and close the last Friday in June; the Summer Term shall begin the second Monday in August, and end the Friday next before the fifteenth of October; the Autumn Term shall begin the Monday following the close of the Summer Term, and shall end the twenty-second of December.

2. The Exercises of each day shall not commence later than 9 o'clock, a.m., and shall not exceed six hours in duration, exclusive of all the time allowed at noon for recreation, and of not more than ten minutes during each forenoon and each afternoon. Nevertheless, a less number of hours for daily teaching may be determined upon in any Grammar School, at the option of the Board of Trustees.

3. Every Saturday shall be a holiday; or if preferred by the Board of Trustees and Head Master of any Grammar School, the afternoons of Wednesday and Saturday in each week shall be half holidays. The anniversary of the Queen's birth day shall be a holiday in all the Grammar and Common Schools of Upper Canada.

4. The public half-yearly examinations required to be held in each Grammar School by the eighth clause of the twenty-fifth section of the Consolidated Grammar School Act, 22 Vict., cap. 63, shall take place, the one immediately before the Christmas Holidays, and the other immediately before the Summer vacation.

5. [Union Grammar and Common Schools are subject to the regulations affecting holidays and vacations in Grammar Schools.]

6. Any teacher of a Grammar or Common School shall be entitled to five of the ordinary school-teaching days of each year to be selected by such teacher, for the purpose of visiting and

observing the methods of classification, teaching and discipline practised in other schools than that in which he or she teaches.\*

#### SECTION VII.—OPENING AND CLOSING EXERCISES OF EACH DAY.

1. With a view to secure the Divine blessing, and to impress upon the pupils the importance of religious duties, and their entire dependence on their Maker, the Council of Public Instruction recommend that the daily exercises of each Grammar School be opened and closed by reading a portion of Scripture and by Prayer. The Lord's Prayer, alone, or the Forms of Prayer hereto annexed, may be used, or any other prayer preferred by the Board of Trustees and Head Master of each Grammar School. But it is suggested that the Lord's Prayer form a part of the opening exercises; and the Ten Commandments be taught to all the pupils, and be repeated at least once a week. But no pupil should be compelled to be present at these exercises against the wish of his parent or guardian, expressed in writing to the Head Master of the School.

#### FORMS OF PRAYER RECOMMENDED.

##### I. BEFORE ENTERING UPON THE BUSINESS OF THE DAY.

*Let us pray.*

O Lord, our Heavenly Father, Almighty and Everlasting God, who hast safely brought us to the beginning of this day, defend us in the same by Thy mighty power; and grant, that this day we fall into no sin, neither run into any kind of danger, but that all our doings may be ordered by Thy governance, to do always that is righteous in Thy sight, through Jesus Christ our Lord. *Amen.*

O Almighty God, the giver of every good and perfect gift, the fountain of all wisdom, enlighten, we beseech Thee, our understandings by Thy Holy Spirit, and grant, that whilst with all diligence and sincerity we apply ourselves to the attainment of human knowledge, we fail not constantly to strive after that wisdom which maketh wise unto salvation; that so, through Thy mercy, we may daily be advanced both in learning and godliness, to the honor and praise of Thy name, through Jesus Christ our Lord. *Amen.*

Our Father, which art in Heaven, hallowed be Thy Name, Thy Kingdom come, Thy will be done in Earth, as it is in Heaven; give us this day our daily bread; and forgive us our trespasses, as we forgive them that trespass against us; and lead us not into temptation; but deliver us from evil; for Thine is the Kingdom, the Power, and the Glory, for ever and ever. *Amen.*

The Grace of Our Lord Jesus Christ, and the Love of God, and the Fellowship of the Holy Ghost, be with us all evermore. *Amen.*

##### II. AT THE CLOSE OF THE BUSINESS OF THE DAY.

*Let us pray.*

Most Merciful God, we yield Thee our humble and hearty thanks, for Thy Fatherly care and preservation of us this day, and for the progress which Thou hast enabled us to make in useful learning: we pray Thee to imprint upon our minds whatever good instructions we have received, and to bless them to the advancement of our temporal and eternal welfare; and pardon, we implore Thee, all that Thou hast seen amiss in our thoughts, words and actions. May Thy good Providence still guide and keep us during the approaching interval of rest and relaxation, so that we may be thereby prepared to enter on the duties of the morrow, with renewed vigor, both of body and mind; and preserve us, we beseech Thee, now and ever, both outwardly in our bodies, and inwardly in our souls, for the sake of Jesus Christ, Thy Son, Our Lord. *Amen.*

Lighten our darkness, we beseech Thee, O Lord; and by Thy great mercy, defend us from all perils and dangers of this night, for the love of Thine only Son, Our Saviour, Jesus Christ. *Amen.*

Our Father, which art in Heaven, hallowed be Thy Name, Thy Kingdom come, Thy will be done in Earth, as it is in Heaven; give us this day our daily bread; and forgive us our trespasses, as we forgive them that trespass against us; and lead us not into temptation; but deliver us from evil; for Thine is the Kingdom, the Power, and the Glory, for ever and ever. *Amen.*

The Grace of our Lord Jesus Christ, and the Love of God, and the Fellowship of the Holy Ghost, be with us all evermore. *Amen.*

\* Each Grammar and Common School Master and Teacher must give at least one week's notice to the Trustees, and, in addition, the Grammar School Master must communicate with the Educational Department, in order that he may not be absent during the visits of the Inspector to his School.

#### SECTION VIII.—DUTIES OF INSPECTOR OF GRAMMAR SCHOOLS.

1. *Admission of Pupils.*—It shall be the duty of the Inspector, not only to examine the Grammar Schools as heretofore, but to examine and finally to admit all pupils into the schools, according to the entrance examination prescribed, and to ascertain by careful investigation, how far each Grammar School is fulfilling the conditions of the law and is conducted as the law and general regulations require, and to report forthwith to the Chief Superintendent, any case of failure or delinquency in these respects.

2. *Inquiries of Inspector.*—It shall also be the duty of the Inspector of Grammar Schools to visit each Grammar School in the course of the year, and to make enquiry and examination in such manner as he shall think proper, into all matters affecting the character and operations of the school, and especially in regard to the following things:

3. *Mechanical Arrangements.*—The tenure of the property; the materials, plans and dimensions of the buildings; when erected and with what funds built; neighbourhood; how lighted, warmed and ventilated; if any class rooms are provided for the separate instruction of part of the pupils; if there is a lobby or closet for hats, cloaks, book-presses, &c.; how the desks and seats are arranged and constructed, and with what conveniences; what arrangements for the teacher; what play-ground is provided; what gymnastic apparatus, if any; whether there be a well and proper conveniences for private purposes.

4. *Means of Instruction.*—The books used in the several classes, under the heads of Latin, Greek, English, Arithmetic, Geography, &c.; the apparatus provided, as maps, globes, blackboards, models, cabinets, library, &c.

5. *Organization.*—Arrangement of classes; whether each pupil is taught by the same teacher; if any assistant or assistants are employed; to what extent; how remunerated; how qualified.

6. *Discipline.*—Hours of attendance; usual ages of pupils admitted; if the pupils change places in their several classes; or whether they are marked at each lesson or exercise, according to their relative merits; if distinction depends on intellectual proficiency and moral conduct, or on moral conduct only; what rewards, if any; whether corporal punishments are employed; if so, their nature, and whether inflicted publicly or privately; what other punishments are used; management in play hours; whether attendance is regular; what religious exercises are observed; and what religious instruction is given, if any.

7. *Method of Instruction.*—Whether mutual, or simultaneous, or individual, or mixed; if mutual, the number of monitors, their attainments, how appointed, how employed; if simultaneous, that is by classes, in what subjects of instruction; whether the simultaneous method is not more or less mingled with individual teaching, and on what subjects; to what extent the intellectual, or the mere rote method is pursued, and on what subjects; how far the interrogative method only is used; whether the suggestive method is employed; whether the elliptical method is resorted to; how the attainments in the various lessons are tested—by individual oral interrogation—by requiring written answers to written questions, or by requiring an abstract of the lesson to be written from memory.

8. *Attainments of Pupils.*—1. *Reading and Spelling;* whether they can read with ordinary facility only, or with ease and expression. Art of reading, as prescribed in the programme—meaning and derivation of words; whether they can spell correctly. 2. *Writing;* whether they can write with ordinary

correctness, or with ease and elegance. 8. *Drawing*; linear, ornamental, architectural, geometrical; whether taught, and in what manner. 4. *Arithmetic*; whether acquainted with the simple rules, and skilful in them; whether acquainted with the tables of moneys, weights, measures, and skilful in them; whether acquainted with the compound rules and skilful in them; whether acquainted with the higher rules and skilful in them; 5. *Book-keeping*. 6. *English Grammar and Composition*; whether acquainted with the rules of orthography, parts of speech, their nature and modifications, parsing, composition; whether acquainted with the grammatical structure and excellencies of the language by frequent composition in writing, and the critical reading and analysis of the English classic authors, in both prose and poetry. 7. *Geography and History*; whether taught as prescribed in the official programme, and by questions suggested by the nature of the subject. 8. *Christian Moral and Elements of Civil Government*; how far taught, and in what manner. 9. *The Languages*—Latin, Greek and French; how many pupils in each of these languages; whether well grounded in an accurate knowledge of their grammatical forms and principles; their proper pronunciation, peculiar structure and idioms, and whether taught by oral and written exercises and compositions in these languages as well as by accurate and free translations of the standard authors. 10. *Algebra and Geometry*; how many pupils and how far advanced in; whether they are familiar with the definitions, and perfectly understand the reason, as well as practice, of each step in the process of solving each problem and demonstrating each proposition. 11. *Elements of Natural Philosophy and Chemistry*, as prescribed in the programme; whether taught; what apparatus for teaching them; how many pupils in each. 12. *Vocal Music*; whether taught, and in what manner.

9. *Miscellaneous*.—How many pupils have been sent from the school to, and how many are preparing for matriculation in, some University. 2. Whether a register and visitor's book is kept, as required by the regulations, and whether the trustees visit the school. 3. Whether the pupils have been examined before being admitted to the school, and arranged in forms and divisions, as prescribed by the regulations; and whether the required public examinations have been held. 4. What prizes or other means are offered to excite pupils to competition and study. 5. How far the course of studies and method of discipline prescribed according to law, have been introduced, and are pursued in the school; and such other information in regard to the condition of the schools as may be useful in promoting the interests of Grammar Schools generally.

EDUCATION OFFICE,

Toronto, 1st May, 1865.

## II. Papers on Classical and kindred Subjects.

### 1. ENGLISH ROYAL GRAMMAR SCHOOL BILL.

The Public Schools Bill, which is presented to Parliament by the Earl of Clarendon, has just been printed. The following summary of the more important of its provisions is taken from the *Times*:—With a few slight exceptions, the alteration of statutes and the framing of regulations are entirely committed to the governing bodies. At Eton, in place of the present provost, vice provost, and six fellows, the governing body is for the future to be composed of a provost and fourteen fellows, of whom nine are to be honorary and five stipendiary. All shall be members of the Established Church, but shall not necessarily have been educated at Eton. The provost shall be nominated by the Crown, shall be a graduate of Oxford or Cambridge, of not less than 35 years of age, and not necessarily in holy orders.

He shall be required to reside during the whole of every school term. Of the other eight, who shall receive no emoluments and shall not be required to reside, three shall be nominated by the Crown, and shall be graduates of Oxford or Cambridge, and the other five shall be elected by the governing body. The five stipendiary fellows shall also be elected by the governing body. They must all be either distinguished for literary or scientific attainments, or have done eminent service to the school as head or assistant masters. Three of them at least shall be in holy orders. They shall receive £700 a year and a house, and shall be required to reside three months in every year. A similar change is proposed at Winchester, though the number of fellows is not so largely increased. At Harrow, Charter House, and Rugby the proposed change consists merely in an addition to the number of trustees or governors, with the provision that one-fourth of the whole governing body shall be persons distinguished for their literary and scientific attainments. At Westminster, Shrewsbury, and St. Paul's the change is more complicated, but is of the same character. To the governing bodies thus constituted, all the "property, rights, powers, privileges, and obligations" of the existing bodies will be transferred, subject, of course, to the provisions of the bill; and in the case of Westminster and St. Paul's some change will be necessary in respect to the tenure of the school property. The times and places of their meeting, and the management of their business, are to be under the entire control of the governing bodies; a majority of members present is to decide any question, the chairman is to have a casting vote, and there is, of course, a fixed quorum. Lastly, their reasonable expenses are to be defrayed out of the school funds. The matters which will come under their control are of two kinds—first, the statutes affecting the foundation and the constitution of the school; and secondly, the general regulations as to its management. With regard to the former, their provisions will be subject to the control of Parliament and of the Queen in Council; with regard to the latter, their authority is unrestricted. The bill specially provides that no candidate for the foundation at Eton shall be entitled to preference by reason of his place of birth or abode, and that neither illegitimacy nor bodily imperfection shall be a disqualification. In the case of Shrewsbury, the rights of the burgesses are to cease in 1880, and after that date there will be 40 free scholarships absolutely open. At Harrow and Rugby, the privileges of free education possessed by persons residing within the parishes or neighborhoods shall cease, except in the case of children born within ten years from the passing of the act. The governing bodies of these schools, moreover, are to prepare schemes for appropriating a suitable part of their revenues to the promotion of education in their neighbourhoods—as, for example, by establishing schools, regard being had to the local objects of their founders and to the altered circumstances of the present time. Besides this, the restrictions under which the governing bodies will make these statutes, and the conditions of their validity, are as follows:—No statute made by the governing body of one school shall affect the interest of another in endowments common to the two without the consent of the governing body of the second school, and where a statute would affect any college in either of the two Universities, sufficient notice is to be given to the head of such a college. A statute shall be valid after it has been approved by her Majesty in Council. It is also specially provided that "no candidate for any mastership shall be entitled to preference by reason of his having been educated at the school of which he desires to be master." The head master will be subject to the general regulations of the governing body on all the points we have enumerated, but he will be otherwise independent, and will be supreme over all the other masters. The Dean and Chapter of Westminster are, in conjunction with the Ecclesiastical Commissioners, to vest in the governing body and their successors the fee simple of such an estate as shall be adequate to the due maintenance of the school, and also to make over to them the buildings at present in use; but these are to revert to the dean and chapter in case of the removal of the school elsewhere. Power is given to the governing body of any school to prepare a scheme for raising money upon mortgage for the purpose of altering or enlarging the school buildings, in obedience to the recommendations of the commissioners; and such a scheme is to be subject to the same conditions of validity as the statutes before-mentioned. Further, the governing bodies of Westminster, Charter House, and St. Paul's may lay schemes before her Majesty for the removal of their schools from their present sites, providing for the sale or mortgage of their existing property, and these schemes will also be subject to the same conditions as a new statute.

### 2. THOUGHTS ON THE USE TO BE MADE OF GREEK AND LATIN IN THE EDUCATION OF THE HIGHER CLASSES.

Among the various reactions, pretended or real, for which the age is famous, there is one, at all events, the fact of which must to a very great extent be admitted. It is that which restores to the

Greek and Latin languages their ancient prestige as the true foundation of a liberal education. After enjoying for nearly three centuries an unchallenged monopoly in our public schools, these languages found themselves rudely assailed and unequivocally condemned, as instruments of higher education, by those who professed to represent the progressive and utilitarian spirit of the time. The arguments which these reformers or innovators made use of were not without speciousness and force. There was indeed a certain amount of absolute truth in them, and they were so far effective as to create a numerous and influential party, eager to revolutionise the whole system of education, and to invest the modern languages and the physical and moral sciences with the prerogatives so long monopolised by the literature and speech of Ancient Greece and of Rome. But though the assailants of "former use and wont" had some reason on their side, yet they did not make the most of it. The line of argument adopted by them was generally one which seemed to resolve the controversy into the question, whether education or instruction should be the chief aim in the training of youth; whether the efforts of the teacher should mainly be directed to the development of the powers of thinking, or to the provision of materials for thought? It was a case of Useful Knowledge versus Cultivated Intelligence. When the dispute was allowed to take this form, it was obvious enough how it must end. If classical studies were to be accepted as the types of a process of mental discipline, on the one hand, and the rival curriculum was to stand simply as the representative of miscellaneous information and acquaintance with things practically useful, on the other, it was certain that the verdict of mature and enlightened public opinion would be in favour of classical studies. For this and other reasons, there certainly has for some little time been a tendency to seek again the old paths, and, while giving to other branches of study a subordinate position in the work of education, to preserve for Greek and Latin the highest place and the largest share of honour. The published opinion on this subject of the Public Schools Commissioners has given further impulse to this re-action, and it seems probable that for years to come the sons of the higher classes in this country will receive their intellectual training to a very great extent through the medium of the classical languages.

On the whole, we are prepared to accept this conclusion as the best and soundest that the directors of education could have arrived at. But we cannot by any means make this admission without important qualifications and reservations.

We do not indeed forget Dr. Arnold's observation, that "even where the results of a classical education are least tangible and least appreciated even by the individual himself, still the mind often retains much of the effect of its early studies in the general liberality of its tastes and comparative comprehensiveness of its views and notions."

Now the insufficiency of classics to meet the requirement of the age in an educational point of view, has been practically conceded by the additions which have been made to the course of studies adopted in every successful school. The introduction of modern languages and modern history, of elementary mathematics and elementary science, is a concession to the opponents of the ancient regime. It has indeed been fully enough characterised as a compromise between the two rival systems effected by their amalgamation.

We admit then, as we have already admitted, the superiority of Greek and Latin as a basis of education. Language being the very vehicle of thought and the outward form of reason, the study of it must, we think, be the best process that can be hit upon for training the mind to reason and to think. Such are the conditions of Greek and Latin that they are undoubtedly the best types of language for this purpose. We at once, therefore, concede the employment of them in this way. But they should not be used generally as if the final cause of learning them was to obtain a knowledge of them for practical purposes. They are not wanted, except by very few, either for speaking or writing. Nor again should they be taught as if the great end of education was simply to make young Englishmen profound classical scholars.

We assert, on the other hand, that even in our public schools the study of the dead languages should be auxiliary to other aims. These languages, indeed, deserve the attention of all who are so fortunate as to possess leisure and taste enough for a protracted study of them, purely on their own merits, and for the sake of the rich and varied literature embodied in them. But to the majority of young Englishmen who are receiving a liberal education, they should be taught chiefly in their relation to English language and literature, and just so far as they are necessary for understanding the structure and genius of our native tongue, for gaining an insight into the principles of language in the abstract, and for appreciating the spirit of our national literature, the forms it has assumed, and the allusions that are scattered through it.

We maintain that, as far as regards the literary department of

education, a thorough mastery of the English language, and a thorough acquaintance with classical English writers, is the great end to be kept in view. If it can be accompanied, it is indeed well that a man should be conversant both with Homer and Milton. But if it is only possible for him to become intimately acquainted with one of them, we should say that, in the case of an Englishman, that one should be Milton. An Englishman, again, who has not studied Sophocles, is a loser of much that is exalted in poetry, graphic in description, philosophical in sentiment. But an Englishman who is not well read in Shakespeare, is not only a loser of all this in a higher degree, but he incurs the discredit of being ignorant of works that are the boast and glory of his native land, and that are steeped in the richest colours of the national life.

As far, then, as the mass of students are concerned, we think that the use to be made of the dead languages in education, should have reference to the following objects:—

1. The practical exemplification of the laws of language, and the general principle of grammar.
2. The investigation and elucidation of the origin, structure, development, and affinities of our native tongue.
3. The illustration of the various references and allusions to be found in our national literature, and of the relation and obligation to the literature of Greece and Rome.

If we are not mistaken, the recognition of these conclusions would lead to something like a revolution in the method of teaching Greek and Latin.

But to make this enunciation of our views intelligible and useful, we must enter into details, and describe more exactly the process of instruction which we would substitute for prevailing methods.

In the first place, then, we would teach Latin grammar and English grammar simultaneously. Our first step would be to explain simply and briefly the nature of the different parts of speech, and as far as boyish understanding could take it in, the principles of the classification.

Passing from grammar vocabulary, a leading point would be to explain the laws of transition, in obedience to which a Greek or Latin word has passed into the English language, and become naturalised there. Thus not only would the attention of the student be called to the fact that our language has been greatly enriched by contributions from the Latin, but he would also be led to see the processes through which such contributions have been made. Thus it might be pointed out that the change of the termination *tas* into *ty* has been sufficient to Anglicise (if one may use the word) a great many Latin nouns, as, for example, *dignitas*, *majestas*, *pietas*, &c. So again, the Latin verb has been a contributor to English through two of its conditions. The infinitive mood, strip of its conjugational suffix, has in very many cases wakened up to find itself at home in England. Such words as *attend*, *discern*, *solicit*, *consider*, are illustrations. On the other hand we have just as freely taken the supine as the basis of our borrowed stock in trade. By way of examples we may mention *accept*, *exempt*, *prevent*, *conduct*.

Now to trace out the laws which govern this emigration of words, to accumulate examples, and to follow each word down to its original condition, is not only an exercise in the science of language in the abstract, but an exercise also which will, at one and the same time, teach the pupil a good deal of Latin, and make him more thoroughly intimate, more scientifically conversant, with his mother tongue.

Once more, the student's introduction to Syntax would be brought about by setting before him an easy passage of a Latin author. The teacher might call his attention to this, and lead him, through the knowledge already acquired of the inflections, to pick out the nouns and verbs.

As we contend for the simultaneous teaching of English and of Latin grammar, so we argue that English authors and Latin authors should be read together. As soon as the pupil has mastered the elements of grammar in the two languages, let him begin to study an easy Latin reading book. At the same time place in his hands an English author, adapted to his age and capacity, of good tone, and pure, graceful style. The two books should be studied very much in the same way, and should be made to act and react on each other. Thus all Latin words that have supplied English derivations should be noticed, the words derived from them should be written down, and the meaning and use of those words ascertained and illustrated. So also all words derived from the Latin occurring in the English author, should be pointed out, and traced to their original, and these originals should be collected into a vocabulary, and committed to memory. By this double process the scholar would at once increase his stock of Latin words, and make himself accurately acquainted with the exact force and meaning of a great many words in his own language. In like manner, by applying the process of analysis to both authors, and by careful observation of the various syntactical relations, mastery would be obtained over

the structure of the two languages, and the points of difference between them would be vividly apprehended. To this end peculiarities of idioms and special phrases should be marked, and to promote thoroughness and accuracy, as well as to assist the memory, free use should be made of manuscript note-books. As the pupil advanced in knowledge and intelligence, he would be competent to undertake this contemporaneous and parallel study of two authors of the highest class. It would then obviously be expedient to observe certain rules and principles of association in selecting the books to be read in unison. Thus, for example, there would be a natural fitness in taking together a book of Virgil's "Georgics" and a book of Thompson's "Seasons." Many parallel passages would occur, many corresponding images would be met with, many cognate phrases and idioms would strike the reader. The English poet has indeed drunk deep at the fountains of his Roman predecessor. On the same principle, an oration of Cicero would yoke well with a speech of Burke, a book of Tacitus or Livy with a book of Clarendon or Robertson; Horace and Pope would prove cater-cousins and good comrades at the feast of reason; and the simple style and gentle ethics of Addison would harmonise very happily with the sober and practical philosophy, and the "temperatum dicendi genus" of the "De Officiis."

From the point of view in which we regard classical studies, as adapted to the circumstances and requirements of the great majority of those into whose education they must enter, we do not make much account of the practice of Greek or Latin composition. But we insist strongly on the pressing importance of composition in English, and we urge that frequent exercises of this kind should be incorporated into the system of instruction recommended. Translation from Latin into English, though generally regarded only in its bearing on the study of Latin, might be made a very effective lesson in writing English. But to this end it is not enough that an accurate literal translation of a Latin passage should be produced. That literal translation should, so to speak, be re-translated into pure, free idiomatic English. And this double process will be found highly conducive to improvement in both languages.

And here we cannot, in passing, withhold the tribute of commendation due to the admirable directions for teaching Latin to be found in Roger Ascham's "Schoolmaster." Dr. Johnson went so far as to say that nothing to them had ever been suggested or adopted, and we can, from experience, vouch for their practical usefulness. In conjunction with this, however, the careful analysis of the sentences, and the noting and extraction of idioms and phrases, is strongly recommended and enforced. Ascham is, moreover, the avowed opponent of those tedious mechanical methods, those dry grinding processes, which are in favour with many instructors of youth. He plainly denounces the fashion of learning by rote huge collections of formularies and rules, as "tedious for the master, hard for the scholar, cold and uncomfortable for them both." We may, therefore, in some sort claim him as being, if not in letter, yet in spirit, an upholder of such views as we have ventured to put forth in this article. In his day an English literature did not exist. The languages of Greece and Rome included in themselves the sum of polite learning. Had old Ascham been living to see Shakespeare, Jonson, and Massinger, standing on a platform of equality with Cæchylius, Aristophanes, and their fellows; Milton established as a worthy rival of Homer; Bacon, Locke, Berkeley, expounding philosophic theories as sublimely as Plato and Aristotle themselves; had he fallen on days when England could shew a long catalogue of historians before whose profound research, comprehensive vision, and graphic powers of narration, even Thucydides and Tacitus can scarcely maintain their long supremacy; he would not, we presume to think,—while acknowledging the unquestionable value of the classics in the work of education,—have claimed for them that undivided authority and dominion over the youthful mind, between the ages of nine and nineteen, which they have hitherto possessed, and are likely, with some trifling abatements, to possess for some time longer. It will, doubtless, be remarked, that in setting forth the views of which this paper is the exponent, our observations and suggestions have turned chiefly on one of the two great languages which form the staple of higher mental culture. Much, however, that has been said about Latin, will apply, *mutatis mutandis*, to Greek. The latter, indeed, though, on its own merits, and for the sake of the literature of which it is the vehicle, more deserving of study than even Latin, has less immediate connection with our own language, and is, as a rule, more imperfectly learnt by ordinary school-boys.—*Abridged from the Museum.*

### 3. IMPORTANCE OF CLASSICAL STUDIES.

Who could be better qualified to judge of the comparative worth of different studies than Dr. Arnold, the former head master of

Rugby, a great scholar, a great teacher, a great historian, and withal the most practical of men.

"That classical studies," says his biographer, Stanley, "should be the basis of intellectual teaching, he maintained from the first. 'The study of language, he said, 'seems to me as if it was given for the very purpose of forming the human mind in youth; and the Greek and Latin languages, in themselves so perfect, and at the same time freed from the insuperable difficulty which must attend any attempt to teach boys philology through the medium of their own spoken language, seem the very instruments by which this is to be effected.' But a comparison of his earlier and later letters will show how much this opinion was strengthened in later years."

I am tempted to remark that Dr. Arnold himself was a great living embodiment of the value of classical culture. No one who is at all familiar with the character of that great man, but will admit that no such Dr. Arnold as the world knows would have been possible without the languages of Greece and Rome.

Our next witness is Lord Macaulay, who in his critique on the Athenian Orators says, speaking of Grecian literature:

"The celebrity of the great classical writers is confined within no limits except those which separate civilized from savage men. Their works are the common property of every polished nation. In the minds of the educated classes throughout Europe, their names are indissolubly associated with the endearing recollections of childhood—the old school room, the dog-eared grammar, the tears so often shed and so quickly dried."

In what more forcible words can a man acknowledge his indebtedness to those studies which the common testimony of the wise has pronounced the most fertile source of instruction possessed by the schools.

Burke, the greatest of English orators and statesmen, says in respect to æsthetic culture:

"I am persuaded that understanding Homer well would contribute more towards perfecting taste than all the metaphysical treatises upon the arts that ever have or can be written; because such treatises upon the arts can only tell what true taste is, but Homer every where shows it."

Sydney Smith, in one of his educational essays, while condemning the almost exclusive study of the classics in English Universities in his day, yet admits that this is only an abuse of what is in itself good. He says:

"To go through the grammar of one language thoroughly is of great use for the mastery of every other grammar; because there obtains through all languages a certain analogy to each other in their grammatical construction. Latin and Greek have now mixed themselves etymologically with all the languages of modern Europe—and with none more than our own; so that it is necessary to read these two tongues for other objects than themselves." Again: "There are quite sufficient reasons why the classics should be studied for the beauties of language. Compared to them merely as vehicles of thought and passion, all modern languages are dull, ill contrived and barbarous."

He also argues that the classics should be studied for cultivation of style, and finally says "that vast advantages, then, may be derived from classical learning, there can be no doubt."

Madame de Staël, whose work on Germany Sir James Mackintosh regarded as the greatest production of feminine genius, says in her chapter on German Universities:

"The study of languages, which, in Germany constitutes the basis of Education, is much more favourable to the evolution of the faculties, in the earlier age, than that of mathematics or of the physical sciences. Pascal, that great geometer, whose profound thought hovered over the sciences which he peculiarly cultivated, as over every other, has himself acknowledged the insuperable defects of those minds which owe their first formation to mathematics."

After some admirable remarks on the infirmity of the training of mathematics and of the natural sciences, she adds:

"It is not, therefore, without reason that the study of the ancient and modern languages has been made the basis of all the establishments of education which have formed the most able men throughout Europe."

For some of the most logical and luminous thought I have ever read on this subject, I can but refer to the whole of this most interesting and philosophical essay.

Milton, in his celebrated tractate on Education, in mapping out a course of liberal study, gives a most conspicuous place to the study of the classical languages. No teacher, especially, should fail to read that brief but remarkable letter, in which the poet's ideal of an educational course is delineated, somewhat extravagantly, it may seem, but most characteristically.

In Sir William Hamilton's essay "On the Study of Mathematics," which is probably the most profound and exhaustive treatise on the subject to be found in our language, the following words may be taken as the key note of his conclusions:



"If we consult reason, experience, and the common testimony of ancient and modern times, none of our intellectual studies tend to cultivate a smaller number of the faculties in a more partial or feeble manner than Mathematics. This is acknowledged by every writer on Education of the least pretension to judgment and experience; nor is it denied, even by those who are most decidedly opposed to their total banishment from the sphere of a liberal instruction."

In the same author's essay, "On the Conditions of Classical Learning," in alluding to some opposition raised in Scotland to classical training, the great philosopher says:

"Indeed the only melancholy manifestation in the opposition now raised to the established course of classical instruction is not the fact of such opposition; but that arguments in themselves so futile—arguments which, in other countries, would have been treated with neglect, should in Scotland not have been wholly harmless. If such attacks have had their influence on the public, this affords only another proof, not that ancient literature is with us studied too much, but that it is studied far too little. Where classical learning has been vigorously cultivated, the most powerful attacks have only ended in a purification and improvement of its study."

Further on is the statement that "classical study, if properly directed, is absolutely the best means toward an harmonious development of the faculties—the one end of all liberal education."

I have placed these quotations together, because the mathematics are the only rival in this country which the classics can properly be said to have.

Says Gibbon, in speaking of the influence of classic literature at the revival of learning in the West:

"The students of the more perfect idioms of Rome and Greece were introduced to a new world of light and science; to the society of the free and polished nations of antiquity; and to a familiar converse with those immortal men who spoke the sublime language of eloquence and reason. Such an intercourse must tend to refine the taste, and to elevate the genius of the moderns."

The most sagacious commentator on our institutions, De Tocqueville, shows that the study of Greek and Latin literature is peculiarly useful in democratic communities:

"No literature," he says, "places those fine qualities, in which the writers of democracies are naturally deficient, in bolder relief than that of the ancients; no literature, therefore, ought to be more studied in democratic ages."

Mr. Dwight, in his *Modern Philology*, has the following remarks:

"And in no way as a matter of general experience and of general testimony, can all the higher faculties of the mind be so well trained to lofty, vigorous, sustained action, as by the study of language; its analytic, philosophic, artistic, study. Classical discipline is, accordingly, the palestra in which, throughout Christendom, the rising generation is everywhere prepared, and for ages has been, to wrestle manfully with the difficulties of after life, in whatever profession or calling. From Latin and Greek fountains, the living waters have been drawn, from which the intellectual thirst of great minds in all nations has been slaked."

Prof. Porter, of Yale College, in the course of some remarks at the inauguration of the Norwich Free Academy, a few years since, said:

"I rejoice that in the course of study prescribed by the founders of this Academy, so great prominence is given to the classics. Of the importance of classical study, the views of many persons are vague and unsettled. Most men are taught to esteem them valuable, though they cannot see how. They submit themselves passively to the necessity which forces them or others to go through the study of Greek or Latin, because they are made a part of liberal education, but farther than this, they neither judge nor are they convinced. To such it may be suggested that the study of a language must be the study of thought, and in it are recorded the processes and operations of human thinking, even the most subtle and refined. To follow and trace these by the study of any language is an invaluable discipline. To do it in such languages as the Greek and Latin, which are so peculiarly and especially adapted to call out and enforce this discriminating and close analysis, is a discipline which cannot be too highly esteemed."

Mr. Marsh, the accomplished author of "Lectures on the English Language," who is probably as well qualified to judge on this subject as any man living, shall be our last witness. He says:

"I do but echo the universal opinion of all persons competent to pronounce on the subject, in expressing my own conviction that the language and literature of ancient Greece constitute the most efficient instrument of mental training ever enjoyed by man; and that a familiarity with that wonderful speech, its poetry, its philosophy, its eloquence, and the history it embalms, is incomparably the most valuable of intellectual possessions."

Again, he says:

"While the Latin trains us to be good grammarians, the Greek

elevates us to the highest dignity of manhood, by making us acute and powerful thinkers."

Quotations from men, who, it must be admitted, are best qualified to judge respecting the subject, might thus be added indefinitely, but sufficient have been presented to sustain my proposition—That in the opinion of those competent to judge, the classical languages constitute the best source of general mental culture known among men.

No such array of authority can be presented in opposition to classical training. Those who have denied its high value have generally been men who, in the language of Sir William Hamilton, "are inclined to sooth their vanity with the belief that what they do not themselves know is not worth knowing." And he adds "that they should find it easy to convert others, who are equally ignorant, to the same opinion, is what might also confidently be presumed."—*S. in Wisconsin Journal of Education.*

#### 4. VERDICT IN FAVOUR OF CLASSICS IN THE ENGLISH SCHOOLS.

It may not be generally known to the readers of the Journal that the past year is one peculiarly marked in the educational history of England. Some three or four years ago a Royal Commission was appointed by Parliament to inquire into the "administration and management" of the great Public Schools, and into "the system and course of studies respectively pursued therein, as well as into the Methods, Subjects, and Extent of the Instruction given to the students of said Colleges, Schools, and Foundations."

The Commission, says the *Edinburg Review*, comprised "a list of names happily combining academical and scholastic knowledge with that of the cultivated man of the world, and calculated in every way to secure public confidence."

After a most minute and thorough investigation, extending through something like two years and a half, and embracing nine of the principal public schools of England, the Report was completed and published during the past summer.

After a full discussion of the subject of classical education in the Schools,—the best, probably, to which the friends of classical instruction can refer,—the Commissioners employ these words:

"We are of the opinion that the classical languages and literature should continue to hold, as they do now, the principal place in public school education."

Says *Blackwood's Magazine*, in commenting on this decision, "It would be wholly out of place to reproduce the arguments on which the Commissioners have founded this sound and wise conclusion. \* \* \* There are at least two remarkable testimonies from men whose studies and habits of thought have lain in quite a different direction, and whose names give authority to their words, which deserve to be weighed carefully by all who are inclined to question 'the use of so much Latin and Greek.' The first is from Professor Airy, the Astronomer-Royal.

"Question.—You would not on any account disturb the classics, as the basis of English education at our great public schools?"

"Answer.—I would not, on any account; and perhaps more importance may be attached to my opinion in that respect, as being professionally, as I may say, a mathematician, and having made my strong points in that science, I still cannot sufficiently express the importance I attach to the study of the classics."

"The other is from Dr. Hooker, of the Kew Botanical Gardens, and is brought out rather unwillingly, the witness being a warm advocate for the introduction into schools of the natural sciences."

"Q.—As a matter of fact, it is the case that the classical education is becoming more valued? You may say that generally?"

"A.—I think so, decidedly."

"Q.—Than twenty years ago?"

"A.—Yes."

"Q.—You do not know the grounds on which account chiefly it is valued, whether for the sake of the medical literature contained in the classical languages, or for the sake of the discipline?"

"A.—It is for the sake of the discipline chiefly, and for the proof that a man has had so much mental culture."

Taken as a whole this Report is probably the most conclusive evidence extant of the pre-eminent value of classical studies. In fact, from the prominence given in it to this particular subject, it would seem that one of the main objects of the Commission was to decide authoritatively, after the fullest investigation, respecting this long vexed question. But besides this, there are many other things of great importance discussed in the Report; and while it may be difficult or impossible for teachers in this country to procure this in its original form, I most heartily recommend to the perusal of all thoughtful minds the able and interesting reviews thereof to be found in the last July number of the *London Quarterly*, the *Westminster*, and the *Edinburg Reviews*, and, above all, in the

June number of Blackwood's Magazine.—S. in Wisconsin Journal of Education.

### 5. GRAPHIC DESCRIPTION OF CÆSAR.

"To these natural gifts, developed by a brilliant education, were joined physical advantages. His lofty stature, and his finely moulded and well proportioned limbs, imparted to his person a grace which distinguished him from all others. His eyes were dark, his glance penetrating, his complexion colorless, and his nose straight and somewhat thick. His mouth was small and regular, and his lips, rather full, gave to the lower part of his face an expression of kindness, while his breadth of forehead indicated the development of the intellectual faculties. His face was full at least, in his youth; but in the busts that were made towards the close of his life his features are thinner, and bare the traces of fatigue. His voice was sonorous and vibrating; his gesture noble, and an air of dignity pervaded his person. His constitution, which at first was delicate, grew robust by sober living, and by his habit of exposing himself to the inclemency of the seasons. Accustomed from his early youth to manly exercise he was a bold horseman; and he supported with ease privations and fatigues. Habitually abstemious, his health was not weakened by excess of labor, nor by excess of pleasure. Nevertheless, on two occasions, one at Cordova and then at Thapsus, he had a nervous attack, which was erroneously thought to be epilepsy. He paid particular attention to his person, shaved with care, or had the hairs plucked out; he brought forward artistically his hair to the front of his head, and this in his more advanced age served to conceal his baldness. He was reproached with the affectation of scratching his head with only one finger for fear of deranging his hair. His dress was arranged with exquisite taste. His gown was generally bordered with laticlaim, ornamented with fringes to the hand, and was bound round the loins by a sash loosely knotted—a fashion which distinguished the elegant and effeminate youth of the period. But Sylla was not deceived by this show of frivolity, and he was wont to recommend that people should have an eye on that young man with the flowing sash. He had a taste for pictures, statues, and gems; and he always wore on his finger, in memory of his origin, a ring, on which was engraved the figure of an armed Venus. To sum up, there were found in Cæsar, physically and morally, two natures which are rarely combined in the same person. He joined aristocratic fastidiousness of person to the vigorous temperament of the soldier; the graces of mind to the profundity of thought; the love of luxury and of the arts to a passion for military life in all its simplicity and rudeness. In a word, he joined the elegance of manner which seduces to the energy of character which commands. Such was Cæsar at the age of 18, when Sylla possessed himself of the Dictatorship. He had already attracted the attention of the Romans by his name, his wit, his engaging manners, which were so pleasing to men, and, still more so, perhaps, to women."—*From Napoleon's Life of Julius Cæsar.*

## III. Correspondence of the Journal.

### OUR LANGUAGE.

#### PART II.—ITS WRITTEN FORM, ORTHOGRAPHIC ANOMALIES, PHONOGRAPHY.

The object of the present paper is to give a brief history of the art of writing from the earliest ages of antiquity to the present time, to evolve a few of the glaring anomalies which exist in the construction of our written language, and to explain somewhat scantily, the use and advantages of Phonography. Histories of the Art of Writing are numerous; varied in theory and ability, and easily commatable, yet the following short and necessarily imperfect record of its most salient points may not prove void of interest:

As language commenced in ejaculatory and impassioned monosyllables, so writing first emerged from the realms of nothingness in a crude imperfect form. Its antiquity must be very great as has been often proved by the discoveries made by travellers in China and Asia Minor, but especially in Egypt, for Mr. Humphreys, who adopts Hale's computation of the age of the world, informs us that inscriptions are yet visible on the pyramids of Memphis, bearing convincing proof of their having been written 5000 B.C. Dwelling on such an hypothesis it is not probable that calligraphy was much practised prior to that time. Some writers maintain that, like language, it was divinely imparted; for when the Almighty condescended to write the decalogue on two tablets of stone, it is not a little significant that all the letters in the Hebrew alphabet, one excepted, were therein contained. The Pentateuch admits of no proof of the existence of writing. When Abraham despatched a messenger to adjust the marriage articles between Isaac and Rebekah there is no mention of any written documents, nor yet

when Joseph sent down to Egypt for his beloved brother Benjamin. Leaving the origin of writing, like that of language, for controversialists, we proceed to the next stage in its history, and one which we may term its beginning proper. The most natural representation of objects was sure to be the method first employed—that of picture writing. This, we are informed, was used by the three once great nations: Egypt, China, and Mexico; yet it must have been but a very imperfect and circuitous representation, and it is not surprising that it should soon develop itself into hieroglyphic writing. Hieroglyphs served a double purpose—object expression and idea expression, the latter qualification being an important step in the advancement of the art. This is simply allegorical writing, comprehending in an adopted figure the symbol of some virtue, vice, or passion. The next stage in the development of writing was the invention, (by whom, it is not known) of words based on the phonetic principle. The honour of the origin of words is divided between the Egyptians and the Chinese, both apparently having equal rights to the discovery, indeed the latter people still continue their use of words or syllables arbitrarily, and, in consequence of the multiplicity of these fixed signs for the expression of ideas, objects and feelings, a proficiency in the language is the work of a life-time. From words these pioneers of civilization got to syllables, and from syllables to letters, and thus reached the climax of our composite literature. Letters, we are informed, were introduced into Greece by Cadmus, a Phœnician, at what time it is variously stated, though it must have been very early, as Herodotus, the first Grecian historian, mentions it. A poet couples it thus:

"'Twas Cadmus first found out the plan  
Of wafting thought from man to man."

The Phœnicians were a merchant people; they bartered, bought and sold along the shores of Britain and Gaul, yet we have no account of them grafting the art on those distant lands. The Cadmean alphabet contained only sixteen letters and was of course inadequate to the expression of all the sounds in language, wherein our own alphabet which has twenty-six letters is so deficient. Yet, on the authority of Dr. Blair, we can trace our alphabet back through rolls of ages and revolutions of nations to that of Cadmus. People seldom interrogate themselves or others about the antiquity of letters, which is doubtless owing to our familiarity with them. In the same manner some of our most common utensils in daily use are overlooked; and, while acres of printed matter appear monthly, the segments of the circle, the fractions of the whole, escape our attention. Yet what power they wield, what influence they exert! They photograph our utterances and thoughts, and in the ratio of the increase or decrease of public demand are the negatives duplicated. All the tragic effects of Sophocles and Eschylus, communicated by withered generations, would not rouse us to an impassioned admiration of their immortal works, did we not possess them on our shelves. Language and volition were the medicines for the gratification of their auditory, and writing embalmed what they said to gratify the human race. But, returning to the thread of history, we find that different countries originated different methods of communication; as, for instance, the Peruvians who "wrote" to each other by cards, a variety of meanings being conveyed by an ingenious plan of tying knots, and the Arabians who employed the figures inherited by us for a similar purpose. Indeed, every nation appears to have been making out a literary course of its own until felled in its purpose by the ravages of conquest or the milder influence of immigration. The Roman (English) alphabet, like Rome herself, overran civilization, but unlike Rome did not decline and fall. The mistress led the child afar off among the people, but failed to gather him again beneath her protecting folds. Even after writing to some extent became established the manner or order of it underwent many changes; the Arabians, Hebrews and Greeks, writing from left to right and subsequently alternately from right to left and from left to right, but eventually finding the motion from left to right the most natural it was generally adopted. According to Dr. Blair the alternate system terminated in the time of Solon the Athenian legislator. The Chinese, however, are an exception, having retained their peculiar perpendicular from right to left system of writing. What legendary lore and Confucian theory must be hidden in that great library of Emperor Kien-long, the printed catalogue of which fills 122 vols., and what a singular spectacle of hieroglyphic perpendicularity it must present.

The antiquity of letters has been somewhat explained and their history briefly followed down to the time when letters, the smallest part of distinct speech, were grouped so as to form syllables and words. We, with the experience of the ancients before us and an enlightened common sense, create words by a combination of the component parts of words. The Ancients—superstitious and benighted—commenced with words and dissected them to find their elements. We have seen that Cadmus, supposed to be contemporary with Moses, introduced an alphabet of sixteen letters into

Greece, and how they took root in the fertile intellects of that garden of sciences, and along with the tide of conquest, or prior to it, went the Grecian alphabet, then so termed, to Rome and so on down to the present time. It is the same alphabet all through, being inverted, transposed, and anagrammatized in its application as national distinctions deposed or the caprice of the learned dictated. The cuneiform inscriptions of Assyria, the figures of Arabia, the Peruvian knots, and the Egyptian hieroglyphics with which the hundred gates of Ancient Thebes were marked, have all done much in constituting a medium for the communication of thought and constructing a chain of history, but their circumlocution circumscribed their extension and influence, and they exist now only in history. It is the Phœnician alphabet enlarged that has extended beyond a parallel, penetrated primeval forests and fearlessly entered the Indian's wigwam, witnessed the world's progress and painted its most graphic scenes for our edification.

Such then is our language, in a written form, apparently a gradual formation exclusively designed for humanity, for the brutes, though they commune with each other by incoherent sounds, are denied the art—by instinct or otherwise—of preserving the vague emissions. Seeing that written is but the reflex of spoken language and its fixed type, to facilitate the conversion of the latter into the former, it would seem that the execution of the one should be equivalent to the utterances of the other. In other words, that in the disposition of an Omniscient Creator, speaking and writing were specially bestowed on man to be used in consort, and that this can not be effectually done while speaking preponderates over writing in facility of execution in the ratio of six to one. This is in the main attributable to the circuitous method adopted to accomplish it. We will commence at the root of the evil. It is a well known fact that the greatest obstacle which foreigners have to surmount in the acquisition of the English language is its incongruous orthography. They soon learn the words and their meanings, but they are loth to commit themselves by hazarding the pronunciation. Imagine a Spaniard attempting to pronounce such words as *nature*, *subtle*, *hiccough*, and these are not exceptional words. He is told that m-a-t-u-r-e spells mature, and why not nature be pronounced similarly. In the English language are twenty-six letters, three of which, g, c and x, are redundant, to represent thirty-four distinct sounds, so that eleven sounds either go unrepresented or two or more letters are combined to supply the deficiency. Presuming all words to have but one way of pronunciation, the discrepancy between the number of signs and the number of sounds is laudable enough, but when we find that out of the 80,000 words in the dictionary there are 364 homonyms—words of double orthography—it makes the language more a problem than ever. The license used in spelling is owing to the license in pronunciation, there being no fixed principles, repeated changes are inevitable. Worcester has over a dozen ways of spelling *mosquito*, a word that, instead of engaging the learned attentions of lexicographers and orthoepists, might be correctly spelled and pronounced by any school boy were the phonetic element recognised. The important vowels *a* and *e* instead of having one sound each are expressed in sixteen and seventeen sounds respectively, and a similar absurdity is apparent more or less throughout the alphabet. "It is not a discovery of to-day," Ben. Franklin said, referring to the introduction of phonetic spelling, sooner or later it must be done or our writing will become the same as the Chinese, as to the difficulty of learning and using it, and Sheridan in 1780 issued a dictionary with a view to establish a plain and permanent standard of pronunciation. Lindley Murray says, in his grammar, that a perfect alphabet would contain just the same number of signs as there are articulate sounds in the language. A very high authority, Dr. Latham, lays down six admirable rules for spelling and pronunciation, recognising the spelling by sound in its entirety, any not to use *e* one way in hat and another way in hate, or *b* as in bed and otherwise as in dumb. Dr. Trench, who rejects the admission of the principle, says: "Custom is lord;" well, custom has run counter to common sense, and excessive familiarity has created a film over our reforming vision; but because our fathers traversed the lakes in sloops and the land in coaches and canal boats is no reason why we should refuse to avail ourselves of steam locomotion. To animadvert upon an evil for which there is no remedy would be futile and unsatisfactory. The remedy is extant, but a bigoted conservatism is in the way. Rapid strides have been effected and improbable results ensued since the supplanting of the Platonic by the Baconian philosophy in everything but the relations of writing to speech. St. Paul wrote to the Corinthians, and Sir John Mandeville transcribed his travels as facile as the majority of the people of the 19th century do their correspondence. This dogged observance and blind reverence for the past is incompatible with our ingenious progressive nature, as is also our adherence to what is incompetent to fulfil the requirements of business and society. The remedy referred to lies in the adoption of short-hand or phonography, by which every sound framed by the mouth for the expression of

words or syllables has its representative symbol—firm and unchangeable, a knowledge of which symbol once acquired indexes its pronunciation. The phonographic alphabet contains 34 signs composed of dots and the smallest geometrical forms—straight lines, curves and circles—to represent an equal number of sounds. This number embraces all the sounds in the English language, and hence a combination of signs represents a combination of sounds, and a single sign a single sound. Phonography originated with Isaac Pitman of Bath, England, in 1837, and since that time has spread with unexampled rapidity throughout Anglo-Saxondom, notwithstanding there is still but a mere tithe of the writing population employ it. Its use has been almost confined to professionals, who, by making a virtue of necessity, have adopted it in preference to any other system. Shorter methods of writing than our ordinary long-hand are numerous both anterior as well as posterior to Pitman. He did not emerge from the cradle a perfect author of a perfect system, but labored, like other mortals, over systems before him, analysing, comparing and arranging for years until he deemed his work of sufficient utility to warrant a successful reception at the hands of the public. We have accounts of over 200 systems having been in use at various times, but all more or less founded on our imperfect alphabet, and consequently ambiguous and circuitous. His system has the three cardinal advantages of brevity, facility and legibility, a trio of qualities that would have ensured the success of any system. But none of his antecedents had embodied these indispensable qualifications in their methods. If they secured brevity they endangered legibility and *vice versa*.

And now, in conclusion, as there are thousands of living testimonials to the efficiency, the beauty and adaptiveness of Pitman's short-hand in Great Britain and America, it recommends itself to the attention of those interested in the diffusion of letters—to those self-applying persevering youths who would strike out a path to eminence for themselves, and to those parents anxious for the success of their children. Many men of influence and position in the neighboring Union have made phonography their passport, and a list might be enumerated containing many names of Senators, Judges, &c. The desire to write fast is natural, and the necessity to write fast is imperative and the ability to read what is written completes the science. Who has not listened with rapture to some brilliant soul-stirring sentence or some glowing panegyric—some beautiful sentiment or some seathing invective, and wished for the means of arresting it from oblivion? Who does not resolve every new year to keep a diary, but the tediousness of the operation overcomes the interest and the record expires with the first month? The limits of this notice forbid anything like an exposition of its advantages. To the merchant, the lawyer and the divine, it is of incalculable benefit, while it is not less so to anybody and everybody employing our common long-hand. This is unquestionably an age of progress, when the refulgent beams of the sun of true philosophy scatter the accumulated mist of servile ages and awaken the nations to a sense of their power. Old customs now live only on their merits. Their ancestral potency is found to be an illusion when tried by the standard of practical ability. A great man once said: "To save time is to lengthen life;" What better exemplification of the aphorism could be had than in the acquisition of short-hand? It is a great art designed for a great purpose, and whether the tardiness in regard to it dies with the present generation or not phonography will eventually find its level among the sciences, become a branch of scholastic education, and, as it grows in age and extent, deserve and elicit the admiration of an intelligent humanity. J. T.

#### IV. Selections from the Press.

##### 1. COMMERCIAL COLLEGES IN CANADA.

We have no desire to disparage any really useful institution, nor to interfere in any way with the working of the educational establishments lately established in some cities of Canada under the above title. Everything that will help young men to the acquisition of knowledge is desirable, and any means that can be devised whereby the *raw edge*, so to speak, can be taken off the lads who enter mercantile or banking offices, will, no doubt, be welcomed by those who have the subsequent training of them.

We have nothing, therefore, to say against the system, still less have we fault to find with any particular college.

But we have a word to say about the work they propose to do, and the time they propose to do it in, and we wish particularly to address our observations to the young men of our country districts, many of whom get a dislike to the hard work of farming, and cast a longing eye to the towns, the mercantile life of which seems to them an Elysium.

The work the colleges propose to do, is to teach book-keeping and business correspondence, and this in several and distinct

methods, as adapted to the business of a general merchant, a banker, a commission agent, and a railroad or steamboat company. In addition, some, if not all, profess to train specially for banking business, by passing young men through all the forms of a banking office, providing them with apparatus even to the extent of engraved bills, as if for circulation. To this is added an inkling of commercial law, and of the technical business of telegraphing.

The time required for the acquirement of their knowledge is supposed to be about six months.

Now, in the case of young lads who have previously enjoyed a good education, there can be nothing better, as a preparation for mercantile life, than to pass through one of these colleges and learn something of mercantile forms and methods. It will save their future principle, or senior clerks a good deal of trouble, and will put them a few months forward in the practical work of the office they enter.

But for young men, farmer's sons, for example, whose education has been deficient, and who have had nothing like mercantile experience before—for these to imagine that by a six months' course of training in a commercial college they can fit themselves for a Book-keeper's place in a bank or mercantile office is a gross delusion. Many, no doubt, have imagined it could be done, and have gone to merchants and bankers with confident faces, fully believing, in their simplicity, that their college diploma would be a sure passport to a place. Having, in their own judgment, their profession, they are much astonished to find that, in the eyes of practical men, they are reckoned only to have learned its A.B.C. This is, indeed, the real truth,—as one and another, to our knowledge, have found out by painful experience. The fact is: to become a skilful book-keeper, to understand how to conduct business correspondence, and to be able to fill a place in an office where a rapid style of work has to be kept up day after day and week after week all the year round, is not a thing to be learned in six months, or, for that matter, in twelve months either. Years of practice and steady application are required for it, and however much the training of a commercial college may do towards laying the foundation, it is sheer folly to think that anything but the foundation can be laid.

We make these remarks, as we observed before, principally for the benefit of our country readers. Farmers' sons, it is well known, flock into the towns in search of mercantile employment. The training of a college they fancy will fit them for it. Tempting inducements are held out in the shape of statements as to how many months it will take to give them a complete insight into business. They enter the college and get through their course—in some instances probably with credit—but are disgusted and astonished to find themselves, when practical work begins, placed on a level with lads many years their juniors, but who have had the advantage of a good education. They find they have almost everything to learn; and more than that, they have the *habits* of a man of business to acquire. Their previous occupation has been of so totally different a nature, that the steady routine of an office, with its many hours a day of confinement and close employment, is extremely distasteful to them. Their employers, on the other hand, find them very dull and very slow, and far inferior to lads who began their business training at an early age. The result is that after a few months of unsatisfactory probation, the unfortunate candidate for mercantile pursuits has to abandon them, and, as he does so, he curses the day when he was tempted by the hope of an easy preparation to make the venture. His time and money thrown away, he returns to the country, a sadder and a wiser man, unless, indeed, he can turn his knowledge of book-keeping to account in a sphere where it is much needed—viz., in farming.

We believe there is not one farmer in ten who can tell with any approach to accuracy how much he has made or lost in any given year. The rough and ready rule of thumb style of calculating may do well enough in the early years of a farmer, when the gradual progress of his clearing affords a pretty fair index as to his progress in general. Even then, however, there may be a gradual growth of indebtedness, which a farmer is too apt to overlook, and which he will be sure to underestimate so long as he keeps no account. But when the farm gets clear, and the work requires to be done in a business-like style, when he has a variety of crops, with pasturage for sheep and cattle, a farmer cannot carry on his business in an intelligent manner without keeping accounts. Now if our farmer's sons, intending to follow farming, enter a commercial college to learn something of book-keeping, we believe a few months' application in that direction would well repay them, and it would well repay the College in Western Canada at all events, to devise a system of book-keeping for farmers, as they have already done for merchants, bankers, and railroad companies. If this were of a simple and practical character, young men from the country would learn it without trouble. The college would then render a valuable service to the farming community, and help the development of the country, instead of as now fostering a miserable delusion, and

drawing young men from a sphere for which they are suited to another where they can be only a burden.

While giving them this hint, they will, perhaps, pardon us adding another. The bank book-keeping they teach, is generally, we believe, founded on some system in vogue in the United States. Now, some little experience enables us to say that the system now practised by most of the banks in Canada with its elaborate apparatus of checks and counter checks is as superior to the other in thoroughness and scientific accuracy as the book-keeping of a wholesale merchant is to that of a petty grocery. The style of book-keeping in vogue in the banks of our neighbors is altogether behind the age. It has been improved upon again and again, until now, it is at least twenty years out of date. A lad might as well learn farming from one of our *habitants*, as bank book-keeping for Canada from a system prevalent in New York.—*Montreal Witness*.

## 2. NATIONALITY AND UNIFORMITY OF SCHOOL BOOKS.

The most obvious and the chief defect in the common and the higher schools of Upper Canada, is the want of uniformity and nationality in the text books which they use. This defect is no doubt becoming less prevalent within the last few years, but it is still sufficiently observable to call forth a few remarks on the subject. First, then, as regards the nationality or rather un-nationality of School Books; we are obliged to confess that many of the text-books used in the Upper Canada schools are anything and everything but Canadian. In the Readers we find speeches of Webster, Clay, and Patrick Henry, glowing descriptions of our Southern neighbours, notices of their prominent men, and pictures of their natural scenery and wonders of art; but what of Canada, what of her worthies, her institutions, her progress, her beauties of nature, absolutely nothing. Our Geographies are generally of the same nature; full particulars relative to any State and Territory in the Union—usually occupying a third or more of the book—while the whole of the British Provinces in North America are hastily and carelessly summed up in the compass of four or five pages. Our histories and many others of the books still in use are just as faulty as those named.

Now we do not pretend to say that a child cannot just as well be taught the art of reading from a book made up of foreign miscellany as from any other, but what we do say is that a book adapted to Canadian scholars would not be used in the United States, nor would a book intended for Republicans be allowed in the public schools of any of the Monarchies of Europe. In all countries where a complete system of education has been developed the nationality of a text-book has been considered an essential point, and is one of its greatest elements of success. Book makers, book sellers, and book buyers, equally well understand this; we wish the principle was as well understood and as strictly acted upon in Canada.

What, then, is the tendency of this system of using un-national text-books in our public schools? Is it not—either by presenting to the minds of our youth foreign models of excellence, or by excluding them from that which is most essential for them to know—to make them foreign in their taste and predilections, and admirers of everything abroad—and, we might add, despisers of everything at home. We have been led to these remarks from an examination of a series of school books exhibited at the show by Mr. John Lovell of Montreal. Many of these books have been repeatedly noticed by us, but we have never before had an opportunity of noticing the whole series. We have always spoke in terms of high approval of the publications of this our chief British American publisher, and a careful examination of the manner in which he has carried out the patriotic design of furnishing teachers with a truly national and complete series of text books has not lessened either himself or his work in our esteem. We are much pleased to learn by the reports of the Educational Department that many of these books of Lovell's are rapidly taking the place of those which they were intended to supersede. But what we complain of is that the whole series—all of which have been specially prepared for, and are admirably adapted to the use of our schools, is not permanently introduced into the public schools, by which course uniformity in our text books would be secured, and parents relieved from the annoyance and expense consequent upon frequent changes. If we would see those that are to come after us, and to inherit our birthrights, worthy to enjoy, and fitted to promote, that high destiny which awaits our country, we must put into their hands purely Canadian books to be read and studied at school. When this is done, prosperity is in store for ourselves and our country; for as we sow so also shall we reap.—*Hamilton Spectator*.



## V. Papers on Practical Education.

### 1. HOW TO TEACH SPELLING.

I. Special attention should be given to the shorter words, because (1) They are in more frequent use than the longer words. (2) They form the basis of the longer words. (3) They are often more difficult and irregular than the longer words.

II. By a systematic classification of the words in common use according to their peculiar difficulties, the principle of association should be brought to bear upon the teaching of spelling to a greater extent than is usual in schools. Perplexing as are the anomalies of English orthography, there is yet "some method in this madness;" the irregularities are reducible to classes, while the words that are quite irregular are comparatively few; thus, as regards the monosyllable in the language, which numbers about 3,000, the number of words which defy all classification—those that form a "*sui generis*"—are less than 100, of which *do, been, said, shoe*, are examples. Now the committing to memory by frequently writing them, would be no formidable task to a child; then the regular words might be learnt in classes.

Dictation is generally considered the only remedy for bad spelling. Now dictation alone has the following inconveniences:—In large classes it is difficult to correct all the exercises. Then there is the risk of confirming the pupil in error. It is a needless waste of time to dictate every word, especially in the more advanced stages.

Dictation is an admirable test of spelling, but it should be accompanied by direct teaching.—*E. J. in London Educational Record.*

### 2. MAP DRAWING IN TEACHING GEOGRAPHY.

Most teachers have become convinced that the method of teaching Geography generally practised in our Common schools, is by no means satisfactory. The pupils appear to recite their lessons well enough, but the teacher soon observes that they seldom retain that which they so readily recite. To remedy this defect, and to more durably imprint upon their minds the relative positions of countries, and the location of cities, etc., I have adopted the following course:

Each day a short lesson is assigned to the class to be learned from the Geography; but in addition to this they are required to draw upon the blackboard a map of the country, or part of country, under consideration, delineating the larger rivers, and locating the principal towns. After they have drawn their maps, one is sent to the board and points out the cities, giving their names, and also describes the rivers. The next gives the area in square miles of each state or division of country which they have drawn. The next bounds the several divisions, and so on through the lesson, assigning some part to each member of the class.

I generally feel satisfied that if a scholar can draw a good map of a country in the manner indicated without the aid of a copy, he has a tolerably fair knowledge of the geography of that country; and it is my candid opinion that if teachers would generally adopt the plan of having their pupils draw maps upon the blackboard, their endeavours to teach Geography would much more generally prove successful.—*TEACHER, in Wisconsin Journal of Education.*

### 3. LORD PALMERSTON ON WRITING.

Lord Palmerston took a little recreation the other day by presiding at the Romsey Labourer's Association. In the course of his address to them he spoke of hand writing as follows: Writing is almost as important as speaking, because every man whatever his station in life may be, must have constant occasion to convey his thoughts, his wishes, his complaints, his desires, in writing, and unless that writing be legible and easily read, with the letters well formed, so that a person can read that writing without trouble or delay, it fails by disgusting the person to whom it is addressed (Oheers). I must say that in the present day I do not think that instruction in writing is given in that way which would render it most useful. Children who are taught to write are taught to make up strokes fine and down strokes bold—the consequence of which is that writing often looks like a railing, a little laying on one side, so that it is difficult for the eye to make out the letters of which that writing professes to be composed. Children should be taught to write a large hand, to form each letter well, and never to mind whether it looks beautiful or not. If it answers the purpose of being easily read, that is the thing which ought to be aimed at.

### 4. WRITING FROM COPY BOOKS.

All masters know the trouble and expense of using and providing copy-slips or writing-models for the children of their school—the

results arising therefrom being, generally speaking, unsatisfactory, unless the child's writing a stiff formal hand, commonly called copper-plate, be considered the acme of this branch of its education. Copy-books with headlines, though they save trouble, are equally as expensive, the child having to pay extra for such books, and in my opinion inferior as models, the imitation of which is to lead to the formation of a business hand. If models are to be used, I certainly prefer Mulhauser's, the small-hand of which contain useful and instructive sentences, which fix the attention of the child much more readily than a few dry words, meaningless unless explained, such being rarely done. A good plain, readable hand, appears to me to be the great desideratum to be attained in the caligraphy of our schools; and to that end I adopt the following plan:—None but plain ruled copy-books are used, viz., text, round, and mixed hands; the former for the 1st and 2nd, the round hand for the 3rd, and the latter for the three higher grades. Every morning, before my arrival in the school-room, each teacher has a copy written on the black-boards of their respective classes suitable to each grade. On the boards before the classes writing mixed hands, two sentences are written, one in round hand, the other in small—the former likewise sufficing for the text-hand—sufficient to occupy two or three lines of its copy. By this method the ceaseless trouble and expense of copy-slips disappear; and from the evidence of numerous visitors such a similarity in writing is the result, in all parts of a large school, as is rarely seen. For a young beginner, the copy is pencilled in its book for a few times, which is discontinued as soon as possible. Should the copy be unfinished at the close of the lesson, the child commences the next writing lesson where it finished the preceding. Often has it been said that "Necessity is the mother of invention." This has been perfectly true in my case, for taking charge of a large school, in a very poor district, I was obliged to hit upon the most inexpensive means which would conduce to rapid improvement in knowledge and discipline; and in this instance I consider myself successful. A plain, round, readable hand from dictation is the happy result, with no trouble in finding models or monitors to serve out and gather in the same; no time wasted in attempting to discover some poor delinquent who has purposely or accidentally torn, blotted, or otherwise disfigured the model; yet with the same, at least, if not with far better, results.—*EDWIN LUCAS in Monthly Paper.*

### 5. THE VALUE OF A COMMA.

Mr. Edward About, wrote, in report of the Fine Arts Exhibition, "M. Lapere is skilful, educated, more than intelligent." M. Lapere inquired, by note, of the writer, what he meant, "What do you mean to say, sir? I am very much afraid you mean to say that I am better educated than intelligent, and that the comma signifies nothing. And even if it is there, it might not have been there." M. About replied, "the comma proves, sir, that I look upon you as a man who is educated, and more than intelligent." M. Lapere was not satisfied and appealed to the law to redress his grievance. M. About answered, "I am challenged to explain and say that if that comma is a serious, solid, established, intentional comma, and if I meant to say that M. Lapere was both an educated man and a man of remarkable intelligence. I hasten to declare that I was still under that impression when I wrote my article, that is to say a fortnight ago.—*Publisher's Circular.*

### 6. DRILL AT SCHOOL.\*

The opinion is very generally expressed that a law should be introduced making it imperative that the scholars of every school and institution receiving a Government grant should be trained and drilled. In ten years, if this scheme be carried out, the country would be as powerful as any on this continent, independent of foreign influence, and indisposed to play the ignominious part it has been dragged through during the past few years.—*Montreal Gazette.*

## VI. Biographical Sketches.

### No. 22.—THE HON. JAMES GORDON, M.L.C.

In our obituary column yesterday was announced the death of Lieutenant Colonel the Hon. James Gordon, member of the Legislative Council of Canada. Lieutenant Colonel Gordon was the son of the late Rev. Alexander Gordon, minister of Daviot, Inverness-

\* We are happy to state that His Excellency the Governor General has been pleased to appoint Major Goodwin (so long and so favourably known in Toronto for his activity and zeal in militia affairs), to be Drill Instructor to the pupils and students at the Upper Canada College and the Normal and Model Schools.—*Ed. J. of Ed.*



shire, Scotland, in which place Mr. Gordon was born on the 26th of August, 1786. He was educated at the Inverness Royal Academy, emigrated to Canada in the beginning of the present century, and settled in Amherstburg, in Canada West. In 1806, Mr. Gordon received his commission as ensign in the first regiment of Essex Militia, and served as lieutenant and paymaster during the War of 1812. He was present at the capture of Detroit on the 16th of August, 1812, with the force under General Brock, and had the distinguished honour of being the first to hoist the British flag on that memorable occasion. He was also engaged in the action at Frenchtown, on the 22nd of January, 1813, where he was seriously wounded. Mr. Gordon was returned to the Legislative Assembly of Upper Canada, as a member for the county of Kent, in 1820, which constituency he represented until 1828. He was then appointed a member of the Legislative Council of Upper Canada, and was, after the union of Upper and Lower Canada, called to the Legislative Council of Canada by royal mandate, on the 4th of November, 1845. He was Lieutenant Colonel (retired list) of the first battalion of the Essex militia. Mr. Gordon, for many years, carried on business at Amherstburg, as a merchant, where he was noted for ability, industry, and integrity. Mr. Gordon, while the companion-in-arms, in the war of 1812, of the late Sir John Beverley Robinson, Sir J. B. Macaulay, Hon. William Hamilton Merritt, Chief Justice Maclean, the late Mr. Justice Jones, and others, became their intimate friend; and their subsequent association in the Legislature of Upper Canada brought them still more together, and cemented that friendship. During recent years Mr. Gordon's advanced age prevented him from taking a very active part in the business of legislation, but his admirable business habits and sound judgment always commanded weight, while those who differed from him could not fail to respect him. Like some of those whom we have named, he has been removed from amongst us by death, full of years and well-earned honours.—*Leader*.

#### No. 23.—E. W. THOMSON, ESQ.

We regret to learn that Colonel E. W. Thomson, of Toronto, died suddenly at Toronto, on the 20th inst. He was born at Kingston in 1794. He was a member of the last Parliament of Upper Canada, having beaten W. L. Mackenzie as candidate for York. He ran unsuccessfully as Conservative candidate for one of the ridings of that county in 1851 and 1863. He served in the Militia in 1812 and in 1837, and has always since held rank in it. He has been for some years commandant of his district. Colonel Thomson was known in Lower as well as Upper Canada as a zealous promoter of agricultural improvement, and his loss will be much regretted here. In early life Colonel Thomson was engaged as a contractor, in connection with the Hon. George Crawford, in the building of the locks of the canals on the St. Lawrence. He afterwards was, at a more recent date, similarly engaged in the widening of the locks of the Welland Canal; but his chief pursuits have been agricultural. He was one of two or three who founded the Provincial Agricultural Association, about twenty years ago. Before that he had been an active promoter of the Home District Societies. He was Chairman of the Board of the Agricultural Association from its first formation, and was re-elected only a few weeks ago in London, C. W., to the same position. He was an extensive farmer in York and Peel during the greater part of his life. He was a representative of Canada at the World's Fair in London, England, and acted his part most satisfactorily. Colonel Thomson belonged to the old Kirk of Scotland, of which he was an elder. Although 71 years of age, he had walked in from his farm, some miles, on Wednesday, to attend a meeting of the Council of the Agricultural Association, and had exerted in the strength which enabled him to do so. He was hurrying into town again on Thursday morning to keep a similar appointment, when some blood vessel or internal structure was ruptured by the exertion, and he fell dead beside the road.—*Montreal Gazette*.

#### No. 24.—PRESIDENT LINCOLN.

In common with the whole press in Canada and the British Provinces, we give expression to our profound and heartfelt regret at the tragic events at Washington, which has suddenly deprived a great nation of its chief ruler. An act so base and dastardly will be reprobated by every right minded man. To our British feelings, a blow aimed at the Sovereign head of a State, combines in itself not only the crime of the regicide and parricide, but it is one which cannot but be regarded with the utmost horror. If we are not even to *speck evil* concerning the ruler, much less should we hold his person sacred from physical violence. In the case of Mr. Lincoln we fear his death to be a public loss at this crisis.

Mr. Lincoln was born in a part of Hardin county, Ky., which is now included in Laura county, February 12, 1809. His ancestors, who were Quakers, went from Berks county, Penn., to Rockingham county, Va., and from there his grandfather, Abraham, removed with his family to Kentucky about 1782, and was killed by Indians in 1784. Thomas Lincoln, the father of Abraham, was born in Virginia, and in 1806 married Nancy Hanks, also a Virginian. In 1816 he removed with his family to what is now Spencer county, Ind., where Abraham, being large for his age, was put to work with an axe to assist in clearing away the forest, and for the next ten years was mostly occupied in hard labour on his father's farm. He went to school at intervals, amounting in the aggregate to about a year, which was all the school education he ever received. At the age of nineteen he made a trip to New Orleans as a hired hand upon a flat boat. In March, 1830, he removed with his father from Indiana, and settled in Macon county, Ill., where he helped to build a log cabin for the family home, and to make enough rails to fence ten acres of land. In the following year he hired himself at \$12 a month to assist in building a flat boat, and afterwards in taking the boat to New Orleans. On his return from this voyage his employer put him in charge as a clerk of a store and mill at New Salem, then in Sangamon, now in Menard county, Ill. On the breaking out of the Black Hawk war in 1832, he joined a volunteer company, and to his surprise was elected captain of it, a promotion which, he says, gave him more pleasure than any subsequent success in life. He served for three months in the campaign and on his return was in the same year nominated a whig candidate for the legislature. He next opened a country store, which was not prosperous, was appointed postmaster of New Salem, and now began to study law by borrowing from a neighboring lawyer books in the evening and returned in the morning. The surveyor of Sangamon county offering to depute to him that portion of his work which was in his part of the country, Mr. Lincoln procured a compass and chain and a treatise on surveying, and did the work. In 1834 he was elected to the legislature, and was re-elected in 1836, 1838, and 1840. In 1836 he obtained a license to practise law, and in April, 1836, removed to Springfield, and opened an office in partnership with Major John F. Stuart. He rose rapidly to distinction in his profession, and was especially eminent as an advocate in jury trials. He did not, however, withdraw from politics, but continued for many years a prominent leader of the whig party in Illinois. He was presidential elector in behalf of Henry Clay. In 1836 he was elected a representative in congress from the central district of Illinois, and took his seat on the first Monday in December, 1847. On Jan. 16, 1849, he offered to the house a scheme for abolishing slavery in the district by compensating the slave owners from the treasury of the United States, provided a majority of citizens of the district should vote for the acceptance of the proposed act. He opposed the annexation of Texas, but voted for the loan bill to enable the government to defray the expenses of the Mexican war. He was a member of the whig national convention of 1848, and advocated the nomination of Gen. Taylor. After the expiration of his congressional term Mr. Lincoln applied himself to his profession till the repeal of the Missouri compromise called him again into the political arena. At the republican national convention in 1856, by which Col. Fremont was nominated for president, the Illinois delegation ineffectually urged Mr. Lincoln's nomination for the vice-presidency. On June 2, 1858, the republican State convention met at Springfield, and unanimously nominated him as candidate for U. S. senator in opposition to Mr. Douglas. The two candidates canvassed the state together, speaking on the same day at the same place. The debate was conducted with eminent ability on both sides, and excited universal interest. Mr. Lincoln had a majority of more than 4,000 on the popular vote over Mr. Douglas; but the latter was elected senator by the legislature. On May 16, 1860 the republican national convention met at Chicago, and on May 18 began to ballot for a candidate for president. On the first ballot Mr. Seward received 173½, Mr. Lincoln 102, Mr. Cameron 50½, and Mr. Bates 48. On the second ballot Mr. Seward had 184½, and Mr. Lincoln 181. On the third ballot Mr. Lincoln had 364 and Mr. Seward 110½. Mr. Lincoln was subsequently elected President of the United States and served his term of four years, when he was again elected in opposition to Gen. McClellan. His career since his first election is so well known that we need not enlarge upon it. His tragical death in Ford's Theatre, Washington, might well form an era in the history of the American Republic.

#### No. 25.—REV. WILLIAM L. THORNTON, M.A.

We regret to announce the unexpected death of the Rev. Wm. L. Thornton, President of the Wesleyan Conference, on Sunday, 10th March. Born of highly respectable parents in Huddersfield, and brought up with strong hereditary attachment to Wesleyan Metho-

diam, he discovered at a very early age a predilection towards its ministry, and having received an admirable education, he began at an early age to call sinners to repentance. His ministry commenced in the year 1830, and after eleven years spent in important charges in the usual pastoral and Circuit duty, he was appointed, in 1841, Classical and Mathematical Tutor in connection with the Theological Institution, a position which he filled for eight years. In 1849 he was transferred to the Conference Office as junior Editor. On the death of Mr. Cubitt, which occurred in less than two years after this appointment, Mr. Thornton became senior Editor, a position which he continued to occupy till his death. His appointment to visit the General Conference of the Methodist Episcopal Church in Philadelphia, and to preside over the Conferences of Canada and of Eastern British America, as well as his recent election to the Presidency of the British Conference for the current year, completed and crowned the list of honours and responsibilities which he was destined to receive and to fulfil before passing away to his endless reward. Notwithstanding the great strain upon his physical and mental powers to which the late President had been subjected during the last twelve months, he was never known to complain seriously of fatigue. Three Sundays previously to his death, he preached twice at Liverpool-road Chapel. It was evident on that occasion that he was suffering from indisposition, but it was remarked that there was a special excellence in the sermons, and that they were accompanied by a peculiarly gracious and heavenly influence. "Never did I seem to feel myself more near to heaven under any sermon than under that of this evening," was the remark of one of his hearers returning from the chapel. The text was, "Mine eyes have seen the King, the Lord of Hosts," Isaiah vi. 5. No subject could have been more appropriate to the close of a ministry always evangelical and richly expository, and most elevating to the experience and hope of Christian believers. From that day's services Mr. Thornton retired to his home, where he remained under the tenderest care that affection could devise until his death. He does not appear to have apprehended a fatal termination to his illness; he was cheerful to the last, and never relaxed his attention to business. On Sunday morning, March 5th, when he awoke, he said he felt better, and that it was the beginning of a good day. To a friend who called to inquire he sent a kind and cheerful answer, closing with the words, "My mercies abound." These were perhaps his last words, for he was immediately seized by the hand of death, and before he could reply, except by a gentle motion of the head, to the anxious inquiry of Mrs. Thornton whether he did not feel better, he breathed his last. — *Methodist Recorder*.

## VII. Papers on Natural History.

### 1. PROTECTION OF BIRDS.

It may not be generally known to juvenile sportsmen that from the first of March to the first of August it is contrary to law to kill any kind of insect-eating birds.

We copy the following from the Act of 1864, "For the Protection of Insectivorous and other Birds beneficial to Agriculture."

Sec. No. 1.—"It shall not be lawful to shoot, destroy, kill, wound, or injure, or to attempt to shoot, destroy, kill, wound, or injure any bird whatsoever, save and except eagles, falcons, hawks, and other birds of the eagle kind, wild pigeons, rice-birds, kingfishers, crows, and ravens, between the first day of March and the first day of August in any year."

The same act also prohibits the buying or selling, trapping or snaring of any insectivorous birds during the above season. It also prohibits the taking of the nests or eggs; and authorizes the destruction by any person of nets, snares or trap cages set for insectivorous birds. It also authorizes any person to seize upon view any birds, dead or alive, taken in contravention of its provisions, and carry the same before a magistrate for confiscation.

The penalty for any breach of the Act is from one dollar to ten dollars, all of which is awarded to the prosecutor or informant.

This Act is likely to prove most beneficial in its working, if stringently enforced, and we trust it will be. It has, we regret to say, been too common a practice for men and boys, for lack of larger game, to destroy large numbers of robins, blackbirds, and other small birds which feed upon insects, and thereby destroy many of the kinds destructive to growing crops.

Independent of the benefit done to the country by insect-eating birds, among which may be ranked the greater number of our song birds, their presence in large numbers add to the interest and beauty of the woods in the summer season.

We trust that every one will take an interest in the endeavour to carry into effect the provisions of the Act above referred to; and that parents in particular, who allow guns to be used by young people, will strictly caution them against killing any of the kinds of birds protected by the statute. — *Ottawa Citizen*.

### 2. "BLEST HARBINGERS OF SPRING."

The advent of the glorious spring time has been joyously proclaimed for a few mornings past by those popular favorites, the Robin and the little Song Sparrow. We never listen to the sweet notes of the latter little fellow without wishing that he had power to sustain them longer, for they are really delightful. — *Prescott Telegraph*.

### 3. THE SINGING BIRDS.

The time of the singing birds has come earlier, we think, this year than in former years. There are two or three kinds of small birds chirping and warbling in the gardens, and we hear that a robin was seen three or four days ago. The crows have been flying about noisily for weeks. Would some of our naturalists describe in a popular manner, and name the little birds, as they arrive in spring, after the manner of White, the natural-historian of Selburne?

## VIII. Miscellaneous.

### 1. IRISH SEA WEED.

"Oh call us not weeds, but flowers of the sea;  
For lovely and bright and gay tinted are we,  
Our blush is as deep as the Rose of thy bowers,  
Then call us not weeds, we are Ocean's gay flowers.

Not numbed like the plants of a summer porterre,  
Whose gales are but sighs of an evening air;  
Our exquisite, fragile and beautiful forms  
Are nursed by the Ocean, and rocked by the storm."

### 2. A LETTER ADDRESSED TO HEAVEN.

At the Vienna Post Office a few days ago, a letter was found in the box bearing the remarkable address, "To the dear little infant Jesus: to be delivered in Heaven." As the latter address is not contained in the list of the Austrian letter-carriers, there was nothing for it but to send the note to the dead letter-office. Here it was opened, and was found to have been written by two little boys, respectively eight and six years of age—Rudolph and Carl X.—, residing in one of the suburbs of the capital. In the letter the youngsters had made the promise "to be very diligent with their lessons and to be very good boys indeed after the holidays;" and they therefore begged "das liebe Christ-kind" (the infant Jesus, who, according to the tradition of all German nurseries, sends children all the presents they get at Christmas) "to send them very nice things this Christmas."

### 3. THINGS WORTH KNOWING.

I know—that my Redeemer liveth. (Job xix. 25.)

I know—in whom I have believed, and am persuaded that he is able to keep that which I have committed unto him against that day. (2 Tim. i. 12.)

We know—that he was manifested to take away our sins. (1 John iii. 6.)

We know—that ALL things work together for good to them that love God. (Romans viii. 28.)

We know—that if our earthly house of this tabernacle were dissolved, we have a building of God, a house not made with hands eternal in the heavens. (2 Cor. v. 1.)

We know—that when he shall appear, we shall be like him; for we shall see him as he is. (1 John iii. 2.)

## IX. Educational Intelligence.

— COBOURG GRAMMAR SCHOOL.—Happening to go into Mr. Salisbury's bookstore, we were much pleased with an inspection of two pen and ink maps there, the work of two of the pupils, Master W. H. Benson, and Master H. Rutan. The map of Germany, by the former, is 24 by 36 inches in size, and shows in detail the various territorial divisions, the natural features of the country, such as mountains and rivers, and the positions of all places of importance, the whole very beautifully colored, and the lettering and general finish almost equal to an engraving. The other is a map of Holland and Belgium, smaller in size, and not colored, but, at the same time, showing a good degree of proficiency and accuracy, and highly creditable to Master Rutan. Mr. Barron, the principal, must be highly gratified at the success of his pupils, which, while reflecting great credit upon himself as a teacher, at the same time shows the close

attention paid to his instructions, and affords him that encouragement which tends to lighten to some extent the very arduous duties he is called upon to perform.—*Cobourg Star*.

— **UNIVERSITY COLLEGE LITERARY CONVERSATIONS.**—The conversations by the University College Literary and Scientific Society took place on the 20th ultimo. When the hour named had arrived, the halls and corridors of the noble building were filled to excess with visitors; so that during the exercises the great part of the audience were compelled to stand; and even sufficient standing room could not be obtained. The library and museum were thrown open to the visitors, and every opportunity was afforded them of spending a pleasant and profitable evening. The proceedings commenced with "Selections from *Traviata*" by the band of the 16th regiment, the services of which were kindly tendered the society for the occasion, and which contributed much to the pleasure of the visitors. After the singing of "The winds are hushed to rest" by the members of the society, Mr. J. E. Croley delivered a short address on "Recreation." Mr. H. P. Hill played "La Favorita" very creditably, and was followed by Mr. A. C. Tyner in a reading from Shakspeare's "Coriolanus." The spirit of the piece was fully entered into by the reader, and he was quite successful in retaining the ear of his audience. It is impossible for us to particularize farther; but the remaining part of the programme was probably more interesting than that which we have already noticed. We cannot omit to mention an essay by Mr. J. A. Paterson, on "The grandeur and beauty of nature," in which the essayist availed himself of the wide scope afforded by his subject to collect a good many beautiful and even sublime ideas, and which was read in a clear and distinct manner. Mr. J. D. Humphreys presided at the piano with his usual ability, and sang a duett in connection with Mr. E. P. Crawford, who displayed the powers of a good voice on several pieces during the evening. At the conclusion Dr. McCall returned thanks on behalf of the society for the liberality with which its efforts to afford a literary entertainment were met by the citizens, and also for the valuable aid afforded by the band to make the occasion so pleasant and gratifying to all as it evidently had been. Frequent and warm applause was liberally and deservedly bestowed on the various performers by the audience.—*Leader*.

## X. Departmental Notices.

### USE OF AMERICAN GEOGRAPHIES NOT SANCTIONED.

According to previous notice, the Council of Public Instruction has withdrawn its sanction to the use of Morse's Geography in any of the public schools of Upper Canada. Hereafter it will not be lawful (after the copies now in actual use in any school are worn out) to use either Morse's or any other American geography in either the Grammar or Common Schools of Upper Canada. A violation of this order in any case, will subject the school concerned to the loss of its share in the Grammar School Fund or Legislative School grant, as the case may be.

### THE QUEEN'S BIRTH DAY A HOLIDAY.

As will be seen by reference to page 52 of this number of the *Journal*, the anniversary of the birth day of Her Most Gracious Majesty the Queen is hereafter to be observed as a regular holiday in all the public schools of Upper Canada.

### NOTICE TO CANDIDATES FOR GRAMMAR SCHOOL MASTERSHIPS.

The Committee of Examiners appointed by the Council of Public Instruction for Upper Canada, meets in the Normal School Buildings, Toronto, on the last Monday in June and the first Monday in January of each year. Candidates are required to send in their names to the Chairman of the Committee one week previous to the day of examination.

### POSTAGE REGULATION IN REGARD TO GRAMMAR AND COMMON SCHOOL RETURNS.

All official returns which are required by law to be for-

warded to the Chief Superintendent, or a Local Superintendent, and which are made upon the printed blank forms furnished by the Educational Department, *must be pre-paid*, at the rate of one cent, and *be open to inspection*, so as to entitle them to pass through the post as printed papers. No letters should be enclosed with such returns. A neglect to observe this regulation has repeatedly subjected this Department to an unnecessary charge of 14 cts. and 21 cts. on each package, including the Post-office fine of nearly *fifty per cent.* for non-payment.

### Canadian School Maps and Apparatus.

Sets of the two new series of maps of Canadian manufacture are now ready, and can be had, by school authorities, at the Educational Depository, Toronto, either singly, in wall cases, or on rotary stands, embracing Maps of the World; Europe, Asia, Africa, and America, of two sizes; the British Isles, Canada and Palestine, and British North America.

Terrestrial and Celestial Globes, of Canadian manufacture, of the following sizes: *three* (hemisphere), *six*, *twelve*, and *eighteen* inches in diameter, and on various kinds of frames.

The Canadian School Apparatus embrace, among other things, Planetariums, Telluriums, Lunarians, Celestial Spheres, Numeral Frames, Geometrical Forms and Solids, &c. Also, a great variety of Object Lessons, Diagrams, Charts, and Sheets. Magic Lanterns, with suitable slides, from \$2.40 to \$1.20 with objects, Telescopes, Barometers, Chemical Laboratories, beautiful Geological Cabinets, and various other Philosophical Apparatus in great variety. Catalogues, and printed Forms of Application, may be had at the Depository.

### NEW SCHOOL HISTORY OF CANADA.—GEOGRAPHIES.

**JUST PUBLISHED:** *An Illustrated School History of Canada, and of the other British North American Provinces.* By J. GEORGE HODGINS, LL.B., F.R.G.S. With sixty engravings on wood. Price 50 cents. The usual discount to teachers.

The publisher would call attention to the GREATLY REDUCED RATES at which the following works, by the same author, are now offered by the booksellers:

*Lovell's General Geography*, with 51 coloured maps, 113 beautiful engravings, and a table of clocks of the world—price reduced from \$1 to 70 cents. This book is especially adapted for introduction into every College, Academy, and School in the British Provinces. Parents should see that it is in their children's hands.

*Easy Lessons in General Geography*; with maps and illustrations; being introductory to Lovell's General Geography—price reduced from 60 cents to 45 cents.

*In Preparation*, by the same author: *Introductory Sketches and Stories*, for Junior Classes, taken from the History of Canada and of the other Provinces of British North America, for the use of schools. With numerous illustrations.

ADAM MILLER,

*Upper Canada School Book Depot*, 63 King St. East, Toronto.  
Toronto, April, 1865. [Sic. n. p.]

### COLBORNE CIRCUIT BOARD OF PUBLIC INSTRUCTION.

To the Common School Trustees in the Colborne Grammar School Circuit:

GENTLEMEN,—I am instructed to intimate to you, that at the recent meeting of the Board of Public Instruction for this Grammar School Circuit, the Board resolved, "That, in the future, no Third Class Certificates would be issued to Teachers within their jurisdiction; excepting upon the petition of the Trustees, setting forth the pecuniary inability of their section to employ a higher grade Teacher; the said petition to be presented to the Board on or before the first Friday in June next." It is desirable that the Trustees, generally, should attend the Annual Examination of School Teachers in this Circuit, which takes place on the first Friday and Saturday in June.—I have the honor to be, Gentlemen, your obedient servant, CHAS. UNDERHILL, Sec. of Board of Pub. Inst'n. Colborne, April 20th, 1865. lin. grat.

ADVERTISEMENTS inserted in the *Journal of Education* for 20 cents per line, which may be remitted in postage stamps, or otherwise.

TERMS: For a single copy of the *Journal of Education*, \$1 per annum, back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must in all cases accompany the order. Single numbers, 10 cents each.

All communications to be addressed to J. GEORGE HODGINS LL.B. *Education Office, Toronto.*

# LOVELL'S SERIES OF SCHOOL BOOKS.

HAVING long felt the necessity existing for a SERIES OF EDUCATIONAL WORKS, prepared and expressly adapted for our COLONIAL SCHOOLS, the Publisher was induced to attempt the supply of this want. His efforts thus far have been crowned with success; his books having been most generally welcomed in the Schools, and most favorably noticed by the Press, of British North America.

LOVELL'S GENERAL GEOGRAPHY has met with entire success, having been already introduced into almost every School throughout British North America. The General Geography, however, being considered too far advanced for *young beginners*, a new and elementary work has been prepared, entitled, **EASY LESSONS IN GENERAL GEOGRAPHY**. This book is intended as introductory to the General Geography; and its almost universal introduction into the Schools of Canada, proves how fully it meets the object aimed at. The immense circulation to which both these books have attained, has enabled the Publisher to reduce the price of the General Geography to 70 cents, and the Easy Lessons to 45 cents.

He takes great pleasure in calling attention to the following list of SCHOOL BOOKS already issued by him; and to which he will add, from time to time, such new works as may be of use to the youth of the Provinces.

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<small>[This Book is especially adapted for, and worthy of introduction into, every College, Academy, and School in the British Provinces. Parents should see that it is in their Children's hands.]</small>	
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May 29

# JOURNAL OF



# EDUCATION,

Upper

Canada.

VOL. XVIII.

TORONTO: MAY, 1865.

No. 5.

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## NEW SYSTEM OF MERIT CARDS IN THE PUBLIC SCHOOLS OF UPPER CANADA.

THE question as to the best method of giving prizes in schools, or of giving them at all, has been so often and so ably discussed by educationists and public men, and in educational periodicals, that we need scarcely re-open it here. Public opinion, however, and the practice in the schools generally, in various countries, and at competitive exhibitions of all kinds, has given an abiding sanction to the principle of awarding prizes to successful competitors. The apparent injustice done in particular cases has often given rise to the question of the inexpediency of the competitive prize system. But these cases are comparatively rare, and form the exception to the general rule, which, in the main, has worked well—has developed talent, spurred on even genius itself, brought out hidden powers of mind, and has contributed immensely to advancement in general knowledge, science, art, and human skill. The rationale of applying the principle of prizes to schools is so admirably put by Sir E. B. Lytton, ex-Secretary of State for the Colonies, and a distinguished writer and scholar himself, that we cannot do better than quote it in this place. At a school examination in Hertfordshire, he thus refers to the influence of prizes in schools:—

"Do not think that when we give a prize to a boy who has distinguished himself, it is only his cleverness in some special branch of study that we reward. Perhaps he was not, in that branch of study, so peculiarly clever; perhaps many other boys might have beaten him if they had tried as hard. No! how

many noble qualities may have spurred on that boy to try for the prize. Perhaps he had parents whom he loved—some indulgent father, some anxious mother—and he knew that the prize would make them so proud. Perhaps he had already conceived the manly wish for independence; he looked on the future, saw that he had his own way to make in life, that it must be made by merit, and that every credit he won at school would be a help to him in the world. Or perhaps he was only animated by that desire of distinction, which is, after all, one of the most elevated sentiments in the human breast; it is that sentiment which inspires the poet and nerves the hero; it was that sentiment which made Nelson see not death but immortality in the terrors of the battle, and cry—"Victory or Westminster Abbey!" It was that sentiment which led the rank and file of the English soldiers up the heights of Alma. They did not hear the roar of the cannon, to whose very jaws they marched on with unflinching tread; they only heard the whisper at their hearts, "And if we do our duty this day, what will they say of us in England?" Ay, and when a boy sits down resolutely to his desk—puts aside all idle pleasures, faces every tedious obstacle—firmly bent upon honorable distinction, it is the same elevating sentiment which whispers to him—"If I succeed what will they say of me at school?" or a dearer motive still,—"What will they say of me at home?"

The late Prince Consort gave some attention to the question of prizes in schools. He had strong and peculiar views on the subject; and in the characteristic memorandum which he drew up in regard to the prize to be given by the Queen in the Wellington College for officers sons, he laid it down as a condition that the prize given by Her Majesty should not be awarded to the most "bookish" boy, to the least faulty boy, nor to the boy who should be the most precise, diligent, and prudent; but to the noblest boy, who should afford most promise of becoming a large-hearted, high-motivated man—thus shewing how far he exalted, in his bestowment of prizes, the noble nature over the clever intellect.

With a view to illustrate the practical usefulness of prizes in our schools, we append to this paper a series of extracts from the Local Superintendents Annual Reports for 1864 on this subject. While these extracts demonstrate the importance and influence which the prize books have exerted, they also shew that the mode of granting these prizes has not always given satisfaction. In order, therefore, to remedy the evils complained of on this subject, the Educational Department for Upper Canada has prepared and issued a series of one,

ten, fifty and one hundred merit cards. These cards are designed as far as possible not only to remove the objection to the principle of prizes itself, but also to enable the master of the school to obviate objections on the ground of alleged partiality and favoritism in the distribution of these prizes. The suggestions of the Department on the best mode of issuing these merit cards are as follows:—The one merit cards should be given daily or weekly, at the discretion of the teacher, to pupils who excel in punctuality, good conduct, diligence, or perfect recitation. Ten of the single merit cards entitle the holder to a ten merit card; five of the ten merit cards to a fifty merit card; and two of the fifty merit cards to a hundred merit card. If given daily, no pupil should be entitled to a certificate or prize at the quarterly examination who had not received at least fifty merits of all classes; if given weekly, from fifteen to twenty should be the minimum number of merits of all classes, which would entitle the holder to a certificate or prize at the end of the quarter. The value of the prize should in all cases be proportioned to the number or class of merit cards of all kinds received by the pupil during the quarter.

We have also appended to this article two communications from experienced teachers in our public schools on the subject of prizes, which will be read with much interest by teachers generally.

*The Rev. P. Goodfellow, Local Superintendent, Bosanquet, says—*The system of prizes is gaining ground, many of the schools having acted upon it during the past year, and with very apparent success. One noticeable measure for the encouragement of education in the township, inaugurated during the preceding year, I must not forget to mention—a measure which has much to recommend it, and from which, if continued, I hope for the best results. I allude to a general competition for prizes, open to all pupils from all the schools in the township. The sum of \$10 was granted for this purpose by our municipal council, which, with the 100 per cent. obtained at the Educational Department, made up \$20 worth of prize books, which were competed for immediately before the close of the year. A general holiday was announced in all the different schools, that not only pupils but teachers might have an opportunity of being present, of which a large number availed themselves. Though the accommodation was not sufficient, nor the arrangements as perfect as could be wished, yet a most lively interest was taken in the whole of the examination, and the result was such as to induce us to try again. The council has very generously granted us another sum—this time of \$20—for a similar competition next winter, and the effect will be, I have no doubt, to stimulate and encourage both teachers and pupils.

*Alexander Craig, Esq., Tilbury West.*—Prizes were given in two schools, each pupil receiving one, which has evidently a stimulating effect both on parents and pupils.

*John Eckford, Esq., Brant, Carrick, Culross, Greenock, Elderslie and Sauguen.*—Prizes are distributed with excellent effect. But whilst prizes properly so called are distributed to the best scholars and to those who have distinguished themselves by diligence, good conduct, and regular attendance, less valuable books are given to the others as rewards and encouragements, and they are excited to aspire after higher distinction at next distribution. All are thus cheered, and the joy and satisfaction are universal.

*Thomas S. Agar, Esq., North Riding, County of Hastings.*—I attribute in a great measure, the increase in the attendance this year to holding public township examinations, and the distribution of prizes. The Township Councils of Madoc, Huntingdon, and Rawdon, each contributed \$10 for prizes; as did also the Hon. B. Flint, for Elzevir, and A. L. Bogart, Esq., for Hungerford.

*Leonard Luton, Esq., East Riding, County of Elgin.*—In a few schools prizes are awarded regularly. Sometimes bad effects flow from the prize-giving system; but when judiciously managed, it gives increased vitality and energy to the whole school.

*The Rev. M. A. Farrar, Aphrodel.*—Prizes have been distributed in only a few schools. I have not yet been able to decide what has been the effect of their distribution. A good deal depends on the discretion of the distributors themselves, and their mode of performing that duty; but I am disposed to think that if done with impartiality and judgment, prize-giving will be of great service to the interests of schools, for many reasons. The Hon. Billa Flint, in a letter addressed to me recently, proposes to give \$10 to each township in my superintendency (on condition that the sum of \$40 be secured from all sources), the amount to be distributed in the shape of prize books. He suggests that there should be a central meeting point for the schools of each township, and that the prizes should be distributed after a public competition. This is, it seems to me, an excellent idea; and not more excellent than generous in the donor. I have just learnt that Mr. Flint has extended his gift to all the townships in the Trent Division.

*William Watson, Esq., York.*—Prizes have been given in five of the Common and one of the Roman Catholic Separate Schools. I regret that we were unable to get up during the year a township

competition similar to that of 1863, feeling assured that the results thereof were plainly visible in the renewed impetus it gave to a laudable ambition to excel among the several schools of the township. The trustees, in some instances, remarked that their schools made more improvement in the four months preceding that examination than in the previous nine months.

*The Rev. R. Macarthur, Reach.*—Prizes have not been generally distributed among the pupils during the year, but where they have been distributed they appear to have had a stimulating effect on the recipients of them, and also on the school generally.

*The Rev. A. E. Miller, Wallace.*—In the schools where prizes are distributed, I think the children take more interest in their studies, and attend more regularly.

*Adam Hudspeth, Esq., Lindsay.*—During the year 1864 the trustees granted \$15 for prizes, which, with \$5 from the local superintendent, and the equivalent granted by government, purchased \$40 worth of books from the Department, which were distributed as prizes to the pupils of the Union Schools, one half at each half yearly examination, and exerted such a beneficial influence that it is to be hoped they will continue to grant yearly a certain sum for a like purpose.

*The Rev. Andrew A. Smith, Sarnia.*—The annual distribution of prizes has a very good effect, and is evidently beneficial in its results.

*Robert H. Dee, Esq., M.D., Onondaga.*—Prizes were distributed at one school, and they had the effect of making the pupils more diligent at school.

*The Rev. James T. Dowling, Uxbridge.*—Prize distribution stimulates to greater effort where adopted.

*William Harvey, Esq., Flos.*—Prizes were distributed in two of the schools last year, which, I would say, produced very beneficial results. In fact, in a pecuniary point of view, the money expended for prizes is well invested, as the premiums distributed at each examination tend greatly to cause the children to make the best use of their time at school.

*The Rev. William Belt, M.A., Scarborough.*—Prizes are usually distributed every year in one or more of the schools, and I think the general tendency is good. I prefer that, in some cases, something, however small, should be given by way of encouragement to every child in the school. It is possible still to mark the distinction between prizes for proficiency, rewards for diligence, and mere tokens of encouragement.

*The Rev. Thomas S. Chambers, Storrington.*—Prizes were made use of in some instances with beneficial effect in the way of improving the attendance, and exciting a commendable degree of emulation among the pupils. In one school section the trustees purchased books sufficient to supply each scholar with one. The best publications were selected as prizes for the most deserving. In this way all jealousy and unpleasant feeling were avoided. I am fully persuaded that money judiciously laid out in prizes would prove of invaluable service to the interests of education. I intend to give more prominence to this matter in my intercourse with teachers, trustees and parents.

*The Rev. John Porteous, Beverley.*—I think that the distribution of prizes meets with increasing favour, from which I would infer that the effect must be esteemed beneficial. I am decidedly in favour of giving prizes. The principal difficulty appears to be in the apportionment of them so that there may be no just accusations of partiality, and that the children themselves may understand the plan of marking merit, and see that it is perfectly carried out.

*The Rev. D. J. F. Macleod, M.A., Willoughby.*—Prizes were distributed in two sections, and the influence of the distribution was beneficial. There can be no greater, at any rate no more efficacious, incitement to proficiency in study, to punctuality and good conduct, than a liberal, and above all, an impartial distribution of prizes to pupils who are really deserving of them.

*Robert Menzies, Esq., Nassetagaweya.*—We have had prizes distributed in only three of our schools, but from the good effect which I have witnessed from these, I shall endeavour to persuade the trustees and teachers to have them in all our schools.

*The Rev. James S. Douglas, M.A., Ashburnham.*—The prizes were well distributed, and gave, in consequence, general satisfaction.

*W. T. Boate, Esq., County of Durham.*—Eighteen schools are reported as having distributed prizes during the year. Only in one or two cases have they failed to prove a powerful stimulant to exertion on the part of the pupils, and these cases have been owing to an injudicious method of distribution. In most instances class lists have been kept, and the prizes distributed in accordance with the marks obtained by the pupils. It would be well if the trustees of every section would appropriate ten dollars annually for the purchase of books, &c., for distribution.

*C. Lee Ripley, Esq., Crosby South.*—In sections Nos. 5, 6, 9, and 18, prizes have been given with a good result.

*John Rose, Esq., Dummer.*—The distribution of prizes exerts a very good influence where it is observed.

*Francois Dupuy, Esq., Sandwich West.*—Prizes have been distributed in six sections (seven schools). The influence of that distribution has been encouraging, and without doubt has increased the number of children attending school, and stimulated them to punctuality.

*S. Z. Barnhart, Esq., Streetsville.*—It is conceded by all interested in the cause of education here, that the judicious distribution of prizes has largely contributed to the creation of a spirit of emulation among the pupils—to increased assiduity of study, and consequently to a more rapid progress in their educational advancement.

*The Rev. Wilhelm Schmidt, New Hamburg.*—The distribution of prizes exercises a beneficial influence in the most cases; but some regard the prizes merely as presents, and are dissatisfied if they receive none, even if they have attended the school but a few days during the year.

*The Rev. Robert Campbell, Galt.*—Hitherto there have been no prizes offered in the school, but teachers, trustees and superintendent have all come to believe that competition for them would have a beneficial stimulating effect, if wisely adjudged, and prizes have been accordingly announced to be competed for at the midsummer holidays.

*The Rev. C. C. Johnson, Clinton.*—The keenest competition was evidenced at our late examinations, and a most ready answering by many of the children, thus proving that the effect of prizes, judiciously chosen and impartially distributed, is most excellent.

*Alexander Reid, Esq., Crowland.*—An impetus has been given during last year to the bestowment of prizes, five out of seven schools having participated, and, so far as my knowledge extends, with beneficial effect; and whenever it has the effect of stirring up a spirit of generous emulation and friendly striving, great good must inevitably be the result.

*The Rev. A. MacLennan, Tossorontio.*—Some efforts have been made for the distribution of prizes next year (1865). The result so far has been very encouraging. It is my firm impression now that if there will be any obstacles in the way it will not be on the part of those who should be foremost in urging, helping and encouraging such efforts—the trustees. If it will be my lot to report in 1865, I do hope I shall be enabled to state that prizes are agreeably and profitably distributed in all our schools. There are objections to, and difficulties in connexion with, the distribution of prizes in our county schools. To avoid these, it is proposed to give the prizes according to the attendance, and a book to every pupil in the school.

*The Rev. Robert Scott, Oakville.*—Prizes have been given with very marked results for good, in so far as school education is concerned, if the number of lessons acquired and eagerness in study are to be reckoned as such.

*Hector McRae, Esq., Charlottenburgh.*—The few schools in which prizes have been distributed show that considerable influence can be derived from the system.

*The Rev. James Black, Seneca.*—During the past year only a small number of prizes have been given in the schools under my charge. In former years, the distribution of prizes frequently produced dissatisfaction and jealousy, and on this account the practice of distributing them has been discontinued. I think, however, that premiums, judiciously given, would stimulate the pupils to greater diligence, and result in their more rapid progress.

*The Rev. John Gruy, Oro.*—I have long advocated the bestowal of prizes in connection with our school system, as calculated to promote healthy emulation, and to afford that degree of stimulus and encouragement so necessary to the youthful mind; but in a comparatively poor and remote district like this, it is difficult to persuade trustees to spend anything except what they deem essential to the bare working of the educational machinery.

*William B. Imrie, Esq., Edwardsburgh.*—As regards school requisites, viz., maps, apparatus, and prize books, I regret to have to state there is great destitution. Many have promised, and I trust will apply to the Department for some or all of these, and I am quite sure all ought to do so, since I know of none who are not perfectly able, many, if not all, having a sufficient sum of money on hand, which ought to be devoted to that purpose. Next to procuring the services of a good teacher, I do not know of anything which would so well repay them, or tend more to aid and encourage children in an enlightened and successful prosecution of their studies.

*Andrew Irving, Esq., Pembroke.*—At the last examination the trustees distributed a number of prizes, which I have no doubt will have the effect of causing an increased interest to be taken in education alike by parents, teachers and pupils.

*Jonathan Wigfield, Esq., Mersea.*—Prizes, to a small extent, have been distributed in three sections with good effect.

*The Rev. James Whyte, Osgoode.*—Our third annual public ex-

amination, of all the schools of the township was highly satisfactory—our county M.P. being present, as well as the reeve and township council, and all taking a lively interest in the proceedings. A number of prizes were given by the friends of education in the neighbourhood, besides those given by the township council.

*John P. W. O'Falvey, Esq., M.D., Maidstone.*—Prizes were distributed in one school, and they had a very salutary effect upon the children. I have no doubt but its continuance would be attended with happy results.

*Trustees County Grammar School, Williamstown.*—Prizes were distributed at the last half-yearly examination, and it is believed with very good effect. The prizes are decided mostly by examinations held at the close of every month on the work of the month, and the trustees are assured it is a most excellent plan.

*J. Lawton Bradbury, Esq., M.A., Head Master Gananoque Grammar School.*—A large number of prizes were distributed last Christmas, dependent partly upon the proficiency during the half-year, and partly upon a competitive paper examination in which the trustees were examiners. Universal satisfaction was felt with the awards.

*John Haldan, Jun., Esq., Head Master Goderich Grammar School.*—In this school, rewards consist of honourable distinction in the room, occasionally an afternoon for recreation, and books as premiums on public examination days.

*John Tisdale, Esq., Chief Librarian, Wawanosh.*—The Wawanosh Township Library is conducted under the superintendence of a chief librarian whose duty is to exchange the divisions of the library once a year, take receipts from the librarians, examine the books, report on their condition to the council, cover all books requiring it with wrapping paper, collect the prices of lost books, and fines. This is the fifth year I have been appointed chief librarian, and I have had no difficulty in collecting fines, &c., until lately. The works of fiction, travels, and history, are much read; books on the various sciences by but few.

## 2. VALUE OF COMPETITIVE SCHOOL EXAMINATIONS.

A correspondent of the *Ottawa Citizen* writes as follows:—Having derived much pleasure from, and witnessed the great advantages of a competitive examination of Common Schools held at North Gower, I am induced to make a suggestion that this excellent plan may be carried a step or two further. My suggestion is, that there be a general examination of the best pupils of all the townships in the County, as elicited at the local examinations. This would show who is the most proficient pupil in the County; or in the aggregate of such townships as will accept the annual general examinations. To such pupil I would award a Scholarship in the County Grammar School, tenable for three years. Thus, for the first year, one scholarship would have to be provided; for the second year, two; and for the third and succeeding year, three. The value of such scholarships might be either merely the exemption from school fees, or whatever more might be decided upon by the County Council, to which body we should naturally look to pay the expenses. In this way many a clever youth from the backwoods might be enabled to prepare for obtaining an Exhibition in the University, and eventually rising to eminence in his country, and possibly to one of the highest offices in the state. These suggestions apply only to the boys; but perhaps some plan might be adopted for rewarding the most proficient girl of each year by sending her to the Normal School, where she would be qualified for a first-class teacher, and thus secure a highly respectable position and a comfortable maintenance for life. I venture to throw out these hints for the consideration of those who feel an interest in the education of the young people of the County—an education which is, at present, confessedly imperfect; but which these township examinations, where they have been tried, show to be easily capable of improvement.

*Correspondence of the Journal of Education.*

## 3. MODE OF AWARDING PRIZES IN SCHOOLS.

*To the Editor of the Journal of Education.*

In compliance with your request, I transmit you the plan adopted in the model school of awarding prizes, and of recording the daily work of the pupils.

We make use of three means of stimulating the pupil to work. A monthly report to be taken to their parents, a monthly examination for promotion in the division, and a final examination for the awarding of prizes.

The monthly report contains an account of the recitations, perfect and imperfect, of deportment, good and bad, and of attendance, regular and irregular. This is all taken down in a few minutes, when the roll is called in the evening. This report is chiefly for the benefit of the parents, and the success attending it, depends much upon the interest taken in it by them.

The monthly examinations in each division is for promotion in the division. It is partially oral and partially written. It is generally a review of what has been gone over during the month. I find them answer a very good purpose. They accustom the pupils to express their thoughts on paper; they afford the teacher an opportunity of finding out whether the pupils have fully mastered their work, and they act as a healthy stimulus on the whole division, for the desire to get higher in the division is very great.

The examination for prizes takes place once a year, and it is conducted in a similar manner to the monthly examinations, only it is more comprehensive and is more exclusively a written one. There are two or three prizes awarded in each subject, in each division, and the pupils well know that those who get the greatest number of marks, get the prizes. The prizes for attendance and good conduct are awarded by reference to the register. This plan generally affords satisfaction, but it hardly affords sufficient encouragement to the junior members of the division.

It affords me pleasure to know that there is a growing desire on the part of teachers and parents to make a greater use of prizes in schools. The principle is generally considered a sound one, and all that is wanted is some fair impartial manner of awarding them, and one, too, that will reward the faithful, plodding pupil, as well as the talented one.

Mr. McCallum, of Hamilton, informs me that they make use of cards in the following manner. At the end of the week a card is given to each pupil that has had all the recitations perfect and has not been late or absent during the week. Then at the end of the year only those who have received a certain number of cards are allowed to compete for the prizes.

I have been assured lately by many teachers that, if some regular system of giving cards could be adopted, the distribution of prizes would be much more general than at present.

I remain, your's truly,  
JAMES CARLYLE.

BOYS' MODEL SCHOOL, 1865.

#### 4. REPORT ON PRIZES IN OUR PUBLIC SCHOOLS.

*To the Board of School Trustees, Hamilton :*

GENTLEMEN,—Educationalists are divided on the question of establishing prizes in schools. Some of them maintain the influence exerted to be injurious, while others as stoutly maintain the influence healthy, and as a means to an end to be used with great success. Some contend that in the prize system the appeal is to the selfish and least noble part of our nature, that it is next to impossible to award them to the really deserving, and that while the few may be stimulated to over-exertion, the many will plod along the pathway of learning just the same, whether prizes be awarded or not. Winds and waves may ruffle the surface of the ocean, but at the depth of a few feet their influence is never felt. The following are some of the reasons that may be urged in favor of giving the system a fair trial in our City Schools :

1. Every college in Canada offers prizes for competition.

Upper Canada College offers annually seven exhibitions, two, value of each \$120, two, value of each \$80, three, value of each \$40; also prizes, &c.

Victoria College, gold and silver medals, prizes, &c.

Queen's College, scholarships, bursaries, &c.

Trinity College, scholarships, &c.

Magill College, scholarships, prizes, &c.

Toronto University and College annually bestow scholarships, medals, prizes, and certificates of honor.

2. In most, if not all, cities of Canada West prizes are awarded in common schools; witness, Toronto, London and Brantford. In Toronto and London the influence exerted in the common schools, according to information received from G. A. Barber, Esq., and S. B. Boyle, Esq., is highly beneficial.

3. The Prince of Wales left a sum of money in quite a number of our colleges, the interest of which is to be distributed as prizes.

4. The highest authority in our country on educational matters, Dr. Ryerson, our Chief Superintendent, thus refers to the subject :

"The expediency of establishing prizes in schools is an unsettled question among educationalists. The influence exerted by prizes in a school is said to be injurious, owing to the animosity and undue rivalry which it is alleged are created. This may be true in some cases, where an impression of favoritism is created in the minds of the pupils; but an active and honorable rivalry to excel can never be otherwise than beneficial. It pervades every class of society. Its existence has long been recognized and encouraged in the best schools and colleges in England, as well as in Canada; and the desire expressed by many persons connected with our public schools

to establish prizes in the schools has induced the Chief Superintendent of Education to afford every facility to do so. For this purpose he will grant one hundred per cent. upon all moneys transmitted to him by municipalities or Boards of school trustees, for the purchase of books or reward cards specified in the annexed list, for distribution as prizes in grammar and common schools."

He has sanctioned the system, and has done more than any other man in Canada to introduce it into our Grammar and Common Schools, by making the excellent and liberal arrangement that all monies sent to the Educational Department for prizes shall be doubled. He has introduced them into the Provincial Model Schools. The Masters of the Normal School, both of whom were wont to oppose the whole system, now go heartily in its favor.

5. The late lamented Lord Elgin approved of this system, for when Gov. Gen. in this country he established two prizes for proficiency in Agricultural Chemistry, (one of \$32, the other of \$20,) to be awarded twice a year in our Prov. N. School. All the Teachers in the Central School are in favor of continuing the system. Some of them have given more "Honor Cards" during the past two months than they did during the whole of last year. This they attribute to the expectation of prizes next fall by their pupils.

6. I presume the mead of praise in having the most complete, thorough, and comprehensive system of schools in the world, must be awarded to the City of Boston.—For seventy years the system of prizes has been pursued. To one of her most gifted sons, Dr. Franklin, Boston is indebted for the initiative in this respect. This shrewd observer of nature in man no less than in the laws by which the physical world is governed, willed £100 Stg., the interest of which annually and forever was to be distributed in prizes in shape of silver medals, in the free schools of his native town. The £100 has now, by what means doth not appear, increased to \$1,000. Some fifteen hundred boys have had the honor of being enrolled as "Franklin's Prize Boys." In 1821, the City Medal was instituted for girls, for by an illiberal construction of Dr. Franklin's Will, girls were not allowed to compete for his prizes. The city medal was simply an extension of the plan of the Franklin medal. The same rules govern the distribution of both, and they are of the same intrinsic value. Both were formerly bestowed for the "encouragement of scholarship" alone. More recently meritorious deportment as well as scholarship has been made a condition necessary to entitle a pupil to a reward. For a number of years a difference of opinion prevailed respecting the utility of such medals as prizes. In 1847, the medals were withdrawn, on the ground that they produced so much emulation. In 1848, the medals were restored. In 1845, the Hon. Abbot Lawrence presented to the City of Boston the handsome donation of \$2,000, to found the Lawrence Prizes; at the same time stating, "I beg to present you my thanks for the opportunity afforded me of bearing testimony to the high estimation I have always placed upon all our public schools, and the interest I still entertain for their prosperity. It is my desire that the subjects for prizes be so arranged and distributed as to operate on all classes of the school, the lowest as well as the highest." He desired that a portion of the interest "should be apportioned to the reward of those whose industry and diligent application, manifest a desire to improve, though the least gifted by nature; and also a portion for good conduct in general, embracing moral rectitude and gentlemanlike deportment."

I should mention that the late David Page, M.A., Principal of the Normal School, Albany, in his excellent treatise on the Theory and Practice of Teaching, is entirely opposed to the prize system.

In almost, if not all, the British Universities, this system is patronized. So long have they been established in some of those seats of learning, that, like the freedom of the city of London, the memory of man runneth not to the contrary. Fellowships, scholarships, bursaries, prizes, and premiums seem to have full sway there. And where else are there such institutions and such scholars?

The venerable Lord Brougham, in his inaugural address as President of the Association for the promotion of Social Science, thus refers to the subject of prizes in schools :—

"It would be wrong to pass over the fact of the Scotch system having for more than a century anticipated the important step of late taken in England, of granting substantial advantages to competitive examination. Reference is here made to the general course of advancement by bursaries in the schools, and by exhibitions in the universities, of which there are only a few instances out of Scotland. These benefits extend to all ranks. A distinguished professor in one university had in early years worked at his father's loom. A learned friend of mine, who became Judge in the Supreme Court, owed his education at Oxford to an exhibition from Glasgow College. He was a baronet's son; but the son of a peasant on his estate might have gained the same place at Oxford, and then, instead of being called to the Bar, would probably have gone into the



Church. The mixture of ranks in schools, male and female, has important advantages, both social and political."

A distinguished baronet in England (Sir E. B. Lytton) at a recent school examination in Hertfordshire, thus refers to the influence of prizes in schools: "You, who have this day received prizes justly due to you, continue to cultivate the qualities which will equally ensure prizes in the world. You who have tried for prizes, and this time failed, be consoled when I tell you from my experience, that a failure in the first instance often ensures the greater triumph in the end, because it tests one's pluck, stirs up one's mettle, and makes it a point of honor to succeed at last. And if, which I can scarcely suppose, there be some of you who would not even try for prizes, well, let those boys look well into their own breasts, and if they see there no jealousy, no envy, of those who have received distinction, but, on the contrary, pleasure and pride in the credit reflected on the school they belong to; why, then, they are brave and generous fellows, and, some day or other, bravery and generosity of themselves will obtain a prize in the world. Still, there is a wide difference between envy and emulation. And though you do not grudge others the honors they have won—still, seeing now how those honors are regarded—turn it well in your own minds, if you will not, when school re-opens, try yourselves for honors, which no one will then grudge to you. Do not think, that when we give a prize to a boy who has distinguished himself, it is only his cleverness in some special branch of study that we reward. Perhaps he was not, in that branch of study, so peculiarly clever; perhaps many other boys might have beaten him if they had tried as hard. No! how many noble qualities may have spurred on that boy to try for the prize! Perhaps he had parents whom he loved—some indulgent father, some anxious mother—and he knew that the prize would make them so proud. Perhaps he had already conceived the manly wish for independence; he looked on the future, saw that he had his own way to make in life, that it must be made by merit, and that every credit he won at school would be a help to him in the world. Or, perhaps he was only animated by that desire of distinction which is after all, one of the most elevated sentiments in the human breast; it is that sentiment which inspires the poet and nerves the hero; it was that sentiment which made Nelson see not death but immortality in the terrors of the battle, and cry—"Victory or Westminster Abbey!" it was that sentiment which led the rank and file of the English soldiers up the heights of Alma. They did not hear the roar of the cannon, to whose very jaws they marched on with unflinching tread; they only heard the whisper at their hearts, "And if we do our duty this day, what will they say of us in England?" Ay, and when a boy sits down resolutely to his desk, puts aside all idle pleasures, faces every tedious obstacle—firmly bent upon honorable distinction, it is the same elevating sentiment which whispers to him—"If I succeed, what will they say of me at school?" or a dearer motive still—"What will they say of me at home?"

The late Sir W. Hamilton strongly argued in favor of academical honors, prizes, &c.

"The Gods," says Epicharmus, "sell us everything for toil." Milton says, "Fame is a spear that the clear spirit doth raise." "In learning," says the wisdom of Bacon, the flight will be low and slow without some feathers of ostentation." And Juvenal in his tenth satire, exclaims—

—"Quis enim virtutem amplectitur ipsam Premia si tellas?"

Adam Smith, in his celebrated "Wealth of Nations," thus refers to this subject: "The public can encourage the acquisition of those most essential parts of education by giving small premiums and badges of distinction to the children of the common people who excel in them.

The public can impose upon almost the whole body of the people the necessity of acquiring the most essential parts of education, by obliging every man to undergo an examination or probation in them before he can obtain the freedom in any corporation, or be allowed to set up any trade, either in village or town corporate.

It was in this manner, by facilitating the acquisition of their military and gymnastic exercises, by encouraging it, and even by imposing upon the whole body of the people the necessity of learning those exercises, that the Greek and Roman republics maintained the martial spirit of their respective citizens. They facilitated the acquisition of those exercises by appointing a certain place for learning and practising them, and by granting to certain masters the privilege of teaching in that place. Those masters do not appear to have had either salaries or exclusive privileges of any kind. The reward consisted altogether in what they got from their scholars; and a citizen who had learnt his exercise in the public gymnasia had no sort of legal advantage over one who had learnt them privately, provided the latter had learnt them equally well. Those republics encouraged the acquisition of those exercises by bestowing little premiums and badges of distinction upon those

who excelled in them. To have gained a prize in the Olympic, Isthmian, or Nemsean games, gave illustration not only to the person who gained it, but to his whole family and kindred. The obligation which every citizen was under to serve a certain number of years, if called upon, in the armies of the republic, sufficiently imposed the necessity of learning those exercises, without which he could not be fit for that service."

After a careful reconsideration of the whole subject, I do not see any way by which the plan, in reference to the distribution of prizes, I had the honor to submit to the Board in December last, can be improved. Much less can the efficient, thorough and satisfactory manner of conducting the examination adopted by Messrs. Gibson and Sutherland be improved. I would recommend that my own report, the report of the examiners, and the statistics of at least the Grammar School and two or three other Divisions be published in the forthcoming Report.

The origin of prizes in our public schools may be briefly stated. At the Annual Examination, in December, 1862, our Mayor, Robert McElroy, Esq., had it publicly announced, by the Chairman of the Board of School Trustees, that he intended to give aid towards establishing prizes in our public schools. When your Principal called on him for his subscription, he gave \$25, and, what is still better, promised to repeat it as often as he should be called on for that purpose. Our city member, Isaac Buchanan, M.P.P., gave an equal amount; the Hon. S. Mills and Messrs. Kerr, Brown & Co., Adam Brown, W. P. McLaren, R. Juson, D. McNues and C. J. Forster & Co., made up the sum to \$100. This secured \$200 worth of books at the Educational Depository, Toronto.

Thus, what Benjamin Franklin was to his native town, the founder of prizes in the public schools, Robert McElroy, Esq., Ex-Mayor of Hamilton, is to our city schools. And as in Boston the original \$400, besides paying a handsome annual dividend, has, in seventy years, increased to \$4,000: (Franklin prize \$1,000; City prize \$1,000; Lawrence prize \$2,000), so I doubt not it will be seventy years hence, when our city shall have paid its debt and forgotten it, when its boundaries shall be enlarged on every side, and its teeming population, benefitted by our public schools and blessed by the Giver of all good shall munificently endow and liberally maintain our fountains of knowledge, and handsomely reward mental vigor and moral worth.

All of which is respectfully submitted.

ARCHIBALD MACALLUM,

Principal.

Hamilton, March 3, 1864.

## II. Distribution of Prizes,—Mechanics' Institutes.

### 1. TORONTO MECHANICS' INSTITUTE PRIZES.

On the 11th inst. there was an interesting meeting in the Music Hall on the occasion of the presentation of prizes to the successful competitors at the recent examination of the pupils attending the Mechanics' Institute classes. Dr. Connon, chairman of the class committee, opened the proceedings in a brief and appropriate speech.

The Rev. Dr. Ryerson, being requested to present the prizes, delivered an appropriate speech, adverting in the highest terms to the efforts made by the directors of the Institute, which he considered the best of its kind in the country, to instruct those who were engaged during the day in their ordinary avocations, in special and in every way valuable branches of education. He referred to the time when, a young man himself, he engaged in similar studies, the only difference in his case being that, instead of spending his evenings in a class under a master, he studied by himself, frequently from three to six o'clock in the morning. To the time thus spent between his sixteenth and twentieth years, and the mental training and discipline to which he consequently subjected himself, he attributed much of his success, and, in a very great measure, his destiny in life. The educational institutions of the country could not by any possibility reach the class of persons nor teach the special studies which the directors of this admirable institution sought to reach and to teach; and he thought the influence of such efforts was in the highest degree commendable. The speech of the Rev. Dr. was full of good points and thoughtful suggestions, and was frequently applauded.

Mr. Longman, the Secretary of the Institute, then called upon the platform the successful competitors, from among the pupils of the classes; in all there were fourteen prizes awarded. One interesting feature worthy of particular notice was that of three of the recipients of these honours being ladies. This is an example worthy of being followed by the young ladies of our city, and it is to be hoped in the absence of a superior public day school for ladies the advantages thus afforded by the Institute classes will not be lost sight of. One lady gained the first prize in the mathematical class,



another the second prize in the French class, and a third the second prize in the ornamental drawing class.

In awarding the prizes, Dr. Ryerson commended the successful competitors, as one by one they presented themselves, and in presenting "The Life of Franklin" as one of the prizes, remarked that when but fourteen years of age he had read with the greatest pleasure the life of that truly great man, and in many respects aimed to imitate his example, such as paying a carpenter to teach him carpentry for a space of six months, and substituting a straw for a feather bed in order that he might inure himself to hardships; and many times in after life he had found his experience thus gained of the greatest value to him. After the presentation of the prizes the band of the 16th regiment played a fine selection of music, and afterwards at intervals during the evening. Mr. Edwards then stated that a cheque for one hundred dollars had just been handed to him by the managing director of the Northern Railway, being the third cheque for the same amount presented annually by the directors of that company to assist the Institute in conducting the classes. On behalf of the Institute, Mr. Edwards moved, seconded by Captain Richey, a vote of thanks to Mr. F. W. Cumberland and the directors of the Northern Railway for their timely and handsome present. Mr. Cumberland responded in a brief but happy speech. He said he had many years ago worked to bring the Mechanics' Institute to its present proud position, and he considered that the directors of the company with whom he was associated did not present that amount annually merely for the sake of its money value, but as a duty they owed to an institution labouring so earnestly to benefit the mechanics and working classes. He hoped the Institute would see the propriety of commencing a class in which to teach ladies the art of telegraphing. He felt confident that if they would do so, not only would the Northern Railway Company assist them, but the pupils would meet with prompt and remunerative employment. On behalf of his co-directors, he thanked the meeting for the hearty manner in which they had passed the vote of thanks. Mr. D. George and Miss Wilson, pupils of the French class, stepped upon the platform for the purpose of presenting their teacher, Miss E. Pernet, with a complimentary address and two pieces of plate, a large cake basket and a card basket. On motion of Dr. Connon, Mr. Cumberland was voted to the chair, when it was moved by Dr. Connon, seconded by Mr. Edwards, that the thanks of this meeting be tendered to the Rev. Dr. Ryerson for his kindness in consenting to be present, and the able manner in which he had conducted the proceedings. Dr. Ryerson briefly responded, the band played "God Save the Queen," and one of the pleasantest meetings that has ever taken place in Toronto broke up.—*Leader*.

## 2. DISTRIBUTION OF PRIZES, MONTREAL.

On the 11th inst. a public examination of the classes of the Mechanics' Institute, took place in the hall of that building. The chair was taken by J. C. Becket, Esq., who opened with a short address. He then announced an address by the Bishop of Montreal, who would afterwards distribute the prizes for the drawing classes. The Bishop said—In distributing these prizes, I shall not attempt to enter largely into any discussion of the nature of your particular studies, such as your architectural drawing, and so forth. I shall especially avoid going into the details of such studies, as I should, thereby, perhaps, only expose my own ignorance, these not being branches that I am deeply learned in. But at the same time, I may express generally my satisfaction at seeing that this school seems to be increasing in value, united with increasing attention and usefulness as regards the pupils, during preceding years, as we have been told by the President of the meeting. Some years ago, when this building was first opened, I was asked to deliver a lecture here, when I particularly noticed the fact that persons like yourselves, connected with the Mechanics' Institute, would enjoy the advantage of classes for instruction, in which they might carry on their studies even after they had entered on the varied business of life. The presumption is, that all you who come here now, being voluntary students, really come for the purpose of making the best use of your time, independent of the positive amount of knowledge you may gain. For you should bear in mind, that if you are really making good use of your time, you are gaining those advantages arising from the improvement of your general faculties by their application to any particular study. There may be some branches of study that draw out the mind more than others, but there can be no branch of study carefully carried out that will not bring its own special advantages to the mind, in enabling it to concentrate itself upon a particular subject, and give the mind a clearness of thought and understanding, and application for any other purpose in after life. There are, no doubt, among all communities, now and then, what we may call master minds, that will distinguish themselves under any difficulties, and overcome any obstacles in

either acquiring knowledge or pushing themselves on in life; but these are the exceptions. The generality of men are those possessed of average abilities, and who cannot be expected to force their way on like those few exceptions I have mentioned. But if there are facilities given for improvement and study, in any way, there are a great many who might be very well qualified to take advantage of them, and profit by them in after life; and especially in a community like this, where there are such openings in life for all of you; it is of very great importance you should not lose such opportunities as are now afforded you in classes of this value. I see here a silver medal, which will be given by and by to one who is considered to have distinguished himself in general proficiency; and I may mention—I hope without any improper allusion to my own early life—that, though it is now nearly half a century ago, I remember, when I was at school, having had a silver medal given to myself. And I now remember perfectly well the satisfaction I experienced at having that little honorary distinction conferred upon me. I treasure it to this day as a memorial of my school days, and I trust that any prizes you may get now will be, in the same way, retained by you hereafter as memorials of your progress, and as a stimulus to the further prosecution of your studies, and not be regarded as a matter of mere gratification at the moment. I shall not take up more of your time by making other remarks, but proceed at once to the distribution of the prizes. (Loud applause.) His Lordship then distributed the prizes. The Chairman then introduced the Hon. T. D. McGee, who came forward and said that it was only in consequence of the absence of Mr. Chamberlain that he was present. Hitherto he had an honorary connection with the institution, but until that evening he had never been with them. He would take the liberty of urging upon the English class the importance of good spelling and laying a proper foundation for a clear and manly style of hand writing. He was in the habit of receiving many hundreds of letters himself, and he thought people often formed opinions of a man by his writing and spelling. There were some fortune-tellers who would predict whether an individual was to be married two or three times, and other circumstances, from a specimen of his caligraphy. Without going so far as this, however, he had no doubt that many a fellow lost his chance in life by inattention to this important point. The presumption was, that where a man wrote a good hand, with bad spelling, he was a careless man, as if he had ability to learn to write well, he ought also to have acquired a knowledge of spelling. As the two stepping-stones to success, every boy not absolutely stupid, ought to acquire a knowledge of spelling and writing. They had seen that night whoever gave support to the institution was laying the foundation of that leading industrial position which was destined to be one of the characteristics of Montreal. The great object was to make the mechanics class capable of undertaking the higher branches of their art. What made some artists more valuable than others? He knew men in New England travel far and wide in search of such men, and even cross the Atlantic in search of them, in order to place them at the head of their establishments. The hon. gentleman then remarked that if the attention of young men could be turned to the higher branches of these pursuits, it would be much better than their going into the over-crowded professions, where, in order to retain a position very little better, it was necessary to keep up certain appearances. He would ask the master mechanics to support the institution in such a manner that in future the pupils of the different classes would fill the whole room. With these few remarks he presented the prizes. Mr. Becket then stated, the drawing class intended to present their teacher with two handsome volumes, at which, he presumed, the whole class were equally delighted. The volumes were the "Imperial Gazetteer." The Chairman then introduced the Hon. J. P. O. Chauveau who said that it only remained for him to congratulate them on the satisfactory nature of the proceedings. The question of the Industrial Schools was that of the day all over Europe. He trusted the beginning made here would be an example to the rest of the country, such schools having been established in France, Belgium and elsewhere. Referring to evening classes, he observed they met the wants of a large class in the community, especially of children who had to spend the day in earning their daily bread, and he thought in this matter the children in cities had the advantage of those in the country. He said that the fact of young men attending evening classes was one of the best certificates they could have. A large proportion of them got on in the world, of which there were many examples known in other countries, which show that if a man was determined to get on he could do so. Knowledge acquired under difficulties was more prized. As example was better than argument, he would relate an instance. The hon. gentleman then related an instance of a young man who came to Quebec, being unable to either read or write, and attended evening class. At the time of the war of 1812 he entered into a trade and realized a small fortune. In gratitude for his success, he established a public school,

and died worth \$40,000. The grandson of that man was sent to college and taught all sorts of things, but he was sorry to say, after all, would not leave so much money behind him. (Gleeson.)

### THE EDUCATIONAL FEATURES OF THE MECHANICS' INSTITUTE EXHIBITION.

In the first room off the side hall is an extensive collection of drawing models of crystals and glass, microscopes, barometers, &c., the walls being covered with philosophical and other diagrams. The articles in this room are, as a matter of course, a study in themselves, and hours might be profitably spent in viewing the numerous objects of interest. Here may be seen the piece of steel in its rough state, and the progressive stages shown until the useful steel pen is manufactured; and so also with the tiny little needle, exhibited in all its various stages of manufacture. The next, or front south-western room, is occupied with philosophical apparatus, embracing air-pumps, electrical machines, globes, &c., all of which are manufactured in Toronto. One interesting feature here is a large globe, probably the largest in Canada—being in the first stage uncovered; the second stage covered, and the third the finished state. In this room are also a variety of raised maps, showing the elevation of countries and mountains. This is considered the most approved method of teaching the physical features in geographical science in schools, giving the pupil a definite idea of the surface of countries, their hills and valleys, and mountains, seas and rivers. The walls of the room are entirely covered with maps, prepared by the Educational Department, and engraved in the city, the paper on which they are printed having been made in this province. We noticed a very elaborate map, embracing the whole of British North America from Vancouver's Island to Newfoundland. In this map is a comparative sketch of British America and the United States, reaching across the ocean to the British Isles; and showing the advantage of the Canadian route over that of the route taken by the line of steamers from New York. Their respective routes on the ocean are marked by lines, showing that the Canadian is about 1,000 miles shorter than the American route. This map was prepared by the Deputy Superintendent of Education, Mr. Hodgins, and Dr. May. The latter gentleman attends at intervals and experiments in pneumatics and magnetism. The third room is magnificently fitted up with philosophical apparatus, imported from England, France, Germany, and the United States. One observable feature in this room is a beautiful collection of minerals and fossils from Nova Scotia and New Brunswick. There is also a splendid equatorial telescope to be seen here, probably the largest in Canada, and so nicely mounted that a child can easily move it to any desired position. It is about eight feet long, and is highly finished; the lens being about five inches in diameter. The walls of this room are also covered with imported philosophical diagrams. Here may be observed a miniature collection of manufactured products, manufactures patronised by Her Majesty for the use of her royal children, embracing minerals, vegetables, and animal substances. All these articles are also from the Educational Department. Two long tables at the south end of the hall are well filled with curiosities, ancient and modern, and invite inspection. A large and valuable collection of coins may be seen here, together with ancient books and manuscripts. An old religious pamphlet, published in the year 1807 by the venerable Bishop Strachan, and dedicated to two law-students, who subsequently made a name in this city, and have long since passed off the stage of action, are among the relics to be seen in this line. The printing forms a strange contrast with the description of work done in this city at the present day.

Mr. Charles Lindsay, of the *Leader*, contributes two volumes of Canadian Letters in manuscript, written in French, and extending over the first twenty-five years of last century; also, in the same language, two Histories of Canada, one by Gabriel Lagard, published in 1636, a copy of which was sold in Quebec at the price of \$120, and the other, entitled "*Histoire de Nouvelle France*," by Lescarbot, published in 1618, and dedicated to the most Christian King of France and Navarre, Louis XIII. This is the oldest history of Canada extant. In the same collection are two French charts of Canada, or "*Nouvelle France*," published respectively in the years 1643 and 1703. The first, as might be expected from the early date (1614) of some of the explorations therein noted, contains a number of glaring inaccuracies. Montreal is placed within about thirty miles of Boston, and Lake Champlain is a long distance west of its real position. The situation of the Ottawa and Lake Huron are pretty correct, but the latter is connected with Lake Ontario by a winding river, and Lake Erie has no existence whatever. The fact is, Champlain had ascended the Ottawa ostensibly for the purpose of pushing through to China, passed over to Lake Huron, explored the shores and inlets of this body of water, and returning by the route by which he came, had merely filled up

the connection between Huron and Ontario from his own imagination. A third chart gives the relative position and extent of Louisiana in the year 1718, when it was a colony of France, and included several of the Southern States, as well as the one that now bears that name.

The Educational Department also exhibited some rare old books, viz., "*Relation de \* \* \* Nouvelle France*," in the year 1640-1; "*Purchase, his Pilgrimage*," London, 1614; "*Second Part of the French Academie*," London, 1618; "*Ball's Answer to John Case*," London, 1642; Antwerp edition of "*Sallust*," 4to., 1648; "*Alexandri (Macedoni) Grammatica Latina*," small 4to., in Gothic letter, 1495; "*Confession of Faith in New England*," 1680; "*Public Charity*," by Rev. Dr. Bray, 1700; Colden's "*History of the Five Nation Indians*," second edition, 1701; Potherie's "*Nouvelle France*," 1721-2; Masses's "*Collection of Commissions and other documents relating to the Province of Quebec*," 1772; "*Military Pocket Atlas of North America*," 1776; "*Heaps's Journey to the Northern Ocean*," 1777; "*Journal of the House of Assembly of Lower Canada*," 1782; "*Quebec Gazette*," 1802; "*Upper Canada Gazette*," 1896, &c.

To the antiquarian the exhibition presents a variety of objects of considerable interest, which are well worthy a minute examination and careful study. Not the least among these is a large collection of rare and ancient coins and medals. Mr. Marling contributes a small but valuable collection, including those current in England as far back as the time of William and Mary; French of the time of Louis XVI.; and Sardinian of the period of Charles Albert. A medal of Martin Luther's time, struck at Wittenburg, in 1517, and representing on one side a scene in which the illustrious reformer is represented as taking a prominent part, and the great seal of Spain, are prominent specimens. But this and the adjoining collections in the same case are almost too fresh, clean, legible, and free from rust to attract the serious attention of the genuine student of antiquity. The extensive and varied collection of Mr. John Terry, however, are deserving of special notice. In a long, glass case neatly mounted and classified according to their date and denomination, we had upwards of five hundred copper and bronze coins and medals, and over eighty of silver. These include not only the coins of the various countries of the old and new world current in our day, but British and Roman money of many ancient dates. The oldest that we noticed, on a heavy glance, were two copper pieces dated 990 and 1258. Mr. W. H. Shappard, stonemason, of this city shows a very pretty and somewhat unique sundial, cut out of white marble and mounted on a pedestal of freestone. The dial presents the concave surface of a portion of a hollow sphere marked off in latitudinal lines. From the centre rises a small sphere supported on an axis at a slight inclination from a perpendicular. The shadow on the dial shows the solar time, sun's declination, place in the Zodiac, time of rising and setting, and the illuminated portion of its surface. Lieutenant Ridout also shows a collection of records taken at Cawnpore upon the arrival of General Havelock's force on the 16th of July, 1857, two days after the massacre. The papers were taken in the residence of Nana Sahib, and relate to the internal administration of the rebel forces. It is said they were of great service to the British generals, who were not slow in putting to the best advantage the information obtained by the finding of the documents. Some of these papers are supposed to be in the Nana's own handwriting. We now turn to our own iron duke, when Marquis of Wellesley, and take much pleasure in glancing over an autograph despatch of his, dated Cadix, 1813, referring to one of the battles of the French general, Soult. The despatch is couched in modest language, very unlike the bombastic effusions of some generals at present endeavoring to suppress a little rebellion south of the lakes. There is another autograph letter from Viscount Lafayette, dated Paris, May 12th, 1785. This is also well worth a perusal. There is also a Bible exhibited which was printed in 1659; another in 1610; and a third in 1631, showing the immense trouble taken in the days of the reformation in compiling and printing the Word of Life. We next take a look at a copy of the *York Gazette*, dated June 25, 1808, being No. 5, volume 18. This little sheet, which is not much larger than a half sheet of the *Evening Leader*, really attempted to give the news of the day, including extracts from foreign newspapers. It also contains a proclamation of George the Third, signed by Wm. Jarvis, Secretary; also a list of appointments made by the Lieut. Governor. It also contains a story headed "*Very like a Whale*." It relates to an account of the captain of a ship off the coast of St. John's, which was being drawn through the water by an invisible power at the rate of sixteen knots an hour, and only ceased when the captain cut the cable, which was hanging in the sea, and let loose a huge whale which had got entangled in it, and was thus hauling the ship away. On one of the evenings Dr. May illuminated the hall—the largest room in the city—with the electric light, which is brilliant beyond

description. The light from the gas-burners had more the appearance of tallow candles than what they really were. As many of our readers are doubtless unacquainted with the nature of this light, we may give a brief description of it. It is produced by a galvanic current from a very powerful Grove's battery, being connected with an improved electric lamp. This lamp is so constructed that the charcoal points regulate themselves. It is fitted up with clock-work, which is kept in motion by the current of electricity, forming an electric self-adjusting magnet. The improvement in this lamp is that the light can be continued for several hours without intermission. As we have seen the electric light exhibited in Toronto before, it only lasted a few minutes. We may therefore consider this first attempt of Dr. May to illuminate a large room by one light a perfect success. The light was a soft, subdued one; and yet so exceedingly brilliant that small specks could be easily discerned on the lofty ceiling of the Music Hall. The apparatus belongs to the educational department, to whom great credit is due for the importation of all the modern improved philosophical instruments, as well as for their kindness in affording facilities to the public to examine them. At one time during the evening, while Dr. May was burning a small piece of magnesium wire in one of the rooms occupied by the educational department, the audience rushed in, thinking it was the electric light, and next to the electric light, it certainly is the brightest we have ever seen. This evening the electric light will be again exhibited, and a number of philosophical experiments performed. In consequence of the experiments performed and the beautiful microscopic objects displayed, the educational department rooms are still the centre of attraction, as well as the amusements derived from seeing many of the visitors experiencing galvanic shocks.—*Leader*.

(From the *Toronto Globe*.)

The contribution from the Educational Department for Upper Canada occupies the ante-rooms. There is here a very fine display of school-room maps, philosophical charts, apparatus, globes, &c. In the first room we notice, on our entrance, a large glass case which contains an interesting collection of articles intended for teaching from objects, a very important branch of education under our present school system. Amongst these are cards, illustrating the manufacture of pins, needles, steel pens, paper, &c. Here the pen may be seen as a rough piece of metal, and traced through its various stages until the beautifully finished pen is produced. We also notice cards of miniature tools used in the various trades, and metals grouped together to illustrate that important branch of manufacture, the metals being exhibited both in their crude and manufactured state. In the same glass-case are drawing models, consisting of fruit, models of crystals made of glass, &c. In the same room there is a very large electrical machine, with a quantity of apparatus for experiments in electricity, &c.; also, the actual improved galvanometer which was used by Professor Tyndall in his lectures before the Royal Institution of Great Britain. On the walls of the room are standard and other barometers, and some splendid botanical, zoological, astronomical, and other charts. The second, or middle room contains maps, globes, and philosophical apparatus, manufactured in Canada, and as the public generally have no idea that this department construct patterns and pay to the Toronto manufacturers several thousands of dollars per annum, we shall enumerate some of the articles manufactured. The walls of the rooms are covered with school-room maps, lithographed in Toronto by Chewett & Co. In appearance they equal those of any publisher we have ever seen, and in point of accuracy they are superior to most maps, for they contain all the recent discoveries and alterations in the boundaries of the different countries. The maps of Africa are very complete, containing all the recent explorations of Livingston, Burton, Speke, Kraf, and other recent travellers. There is also a very large map of the whole of British North America, in which the counties of our Provinces are so distinctly marked that it must prove a most excellent aid to the teacher. On this map is a comparative sketch of the British Isles and America, showing the importance of the Canadian route of steamers over that of New York; by the lines laid down we observe that the distance to be traversed on the ocean is over 1,000 miles more from the United States than it is from Canada. This map was constructed and prepared for the lithographer by J. G. Hodgins, Esq., Deputy Superintendent of Education for Upper Canada, and Dr. May. All the other maps were drawn and compiled by these gentlemen. The same room contains globes from 1½ inches to 30 inches in diameter. The department exhibits these very large globes in different stages, showing the rough covered and finished globes. The balls for these globes are made by Mr. A. F. Potter, Romain Buildings, and are so well balanced that the slightest touch will move them to the required place. In pneumatics, electricity, &c., the instruments manufactured in Toronto are

equal in point of finish to those of England or the United States, and embrace every modern improvement. The planetariums and tellureans are superior to any instruments of this kind we have ever seen in Canada, the latter instrument being moved by a series of brass wheels instead of the old plan of the cord and wheel, which was continually getting out of order. There is also a frame containing samples of merit cards prepared by the department, and printed in colours by Chewett & Co. These are intended to introduce a just and equitable distribution of prizes in our Grammar and Common Schools. The third room is fitted up with apparatus, &c., imported from England, France, Germany, and the United States, and contains those instruments which are required for the more delicate manipulations, and not in general use in our schools. There is a very fine equatorial telescope in this room, probably the largest in Canada; also a collection of minerals and fossils from Nova Scotia and New Brunswick. The walls of this room are covered with drawing models, maps, charts, &c., and have a very fine appearance. These rooms attract a great deal of attention from the variety of articles exhibited, and to make them more attractive, as well as to show their utility, experiments are frequently performed here by Dr. May.

### III. Papers on Practical Education.

#### 1. PRIMARY READING.

It may be safely assumed that of all the problems in education the most important are those which relate to principles and methods in the primary school; for there the elements of our ripper knowledge are obtained, and what is of greater moment, mental habits are formed which shape the intellectual labour of the whole life. Hence it is that we do but ill, nay, we subvert the fundamental law in education, when we leave the care and culture of the little ones to mere tyros in the art of instruction, or to such as having been subjected to the more searching ordeal we apply in our "better schools," have failed, and are dismissed from them to take up as a last resort the work of primary instruction, with the sage reflection on their part, and (alas that the demon is not yet exorcised), the careless assent on the part of employers and parents, "that any one will do well enough for such little children." Heaven, forgive them, and bring them to a better mind.

So long as the senses continue to be the avenues to the soul, so long a part of the means for intellectual culture will be mechanical. Let us not mistake, however, in supposing that it is merely mechanical; for the intelligence of the child is, or should be, one factor—the inner sense should answer to the outer. In the manner of reading, this law is of paramount importance, and we were not far from the truth to say that the process of learning to read is in some sense an important end, and not a mere means. Let us see what it involves. We learn to read for two purposes; 1st, that we may avail ourselves of the thoughts of others expressed in written language; 2nd, that by due oral expression we may communicate to others what is written. The last necessarily involves culture of voice, and intelligence in the first, and is what is termed the art of elocution. The first we shall see is of vastly more moment than has hitherto been esteemed, and does not consist merely in naming or thinking words at sight, but in such an intelligent act of the mind that those words become symbols, which in union express and excite intelligent thought. The mental process in primary reading is, then, within the limit of the child's intelligence, precisely the same as in the case of an adult; and any method of instruction which ignores an intelligent understanding of what is read, is radically false and vicious.

The point of commencement is therefore not with abstract forms and names, to be followed by combining them in meaningless syllables by painful spelling—as *bla, ble, bli*, etc., nor in an attempt to master elemental sounds, as in the "phonic method," equally abstract, and to the untutored child, absurd; but to make the exercises accord with the law of his mind and his method of thought.

We have before referred briefly to the plan to be pursued in the first steps. We urged that the lessons should commence with words, the names of common things—that the child should be led to recognize the word at sight, to compose it with letter cards, to form it upon his slate, and that its spelling, and the analysis of the sounds of which it is composed, should come afterwards. Commence first with noun words, follow with adjectives, then combine and make phrases. Teach the words *is, are, and, the*, etc., and as a new word is learned, use it in composing new sentences. There will thus be imparted a life and meaning to what the child reads, in most marked contrast with that senseless drawing of mere sounds under the old regime.

As the lessons progress, let the same intelligence be observed, and the reading will be all along natural and inspiring. Choose, as the

pupil advances, such lessons, and such only, as he either does understand, or may be made to understand, and let inflection, emphasis, rhetorical pause, etc., be naturally developed out of the proper expression of the thought, in which the child may be aided by carefully observing and imitating the teacher.

In practice, it will be found in most, if not all schools, that pupils who have made any advance have taken on bad habits of expression, and read words regardless of the thought they contain. To remedy these evils will require much skill and patience on the part of the teacher, but their removal is the first essential to success. We close this paper with a few suggestions.

The "sounds of the letters" are best taught by requiring the pupil to pronounce accurately and distinctly common words which contain the sounds or combination of sounds desired. A careful analysis of the word will reveal the specific sound, and the pupil may then practise it separately. We are persuaded that time is sometimes wasted in going through the "table of sounds" in the abstract, without any careful discrimination of where they are to be used. The ability to give proper sounds in the right place is the test of success.

If a pupil drawl or read in a sluggish, monotonous manner, let the teacher repeat a sentence or clause that has just been read, calling the attention of the pupil to its meaning, and lead him to repeat it with vivacity. Seek to make the book disappear as much as possible, and bring out the thought. We need not particularize; the judicious teacher will adopt such expedients as each particular case may require.

A rapid, indistinct utterance requires that the pupil have frequent exercise in pronouncing words singly, and even in measured time, coupled with free breathing, and whatever means will give self-possession and deliberateness.

See that whatever is read is thoroughly understood. Better a single sentence thoroughly and correctly read than several pages droned over.

Omit pieces of questionable utility, whether on account of the sentiments they contain, or of faulty construction, or because presenting elocutionary difficulties for which the pupil's previous training has not prepared him.

Read "with the spirit and with the understanding also."—*New York Teacher*.

## 2. THREE RULES FOR GOOD READING.

First—Finish each word. I use the phrase in the sense of a watch-maker or jeweller. The difference between two articles, which at a little look much the same, all lies in the finish. Each wheel in a watch must be thoroughly finished; and so each word in a sentence must be most completely and carefully pronounced. This will make reading both pleasant and audible. Careful pronunciation is more important than noise. Some time ago I heard a person make a speech in a large hall; he spoke distinctly, and I heard every word; unfortunately, he became warm in his subject, and spoke loudly and energetically, and immediately his speech became an inarticulate noise. Secondly—Do not drop the voice at the end of a sentence. Simple as this rule may seem, it is one most necessary to enforce. If the whole of a sentence be audible except the conclusion, the passage read becomes discontinuous, a series of intelligible portions interspersed with blanks. Confusion, of necessity, attaches to the whole. Thirdly—Always read from a full chest. The reading voice should always be a complete *voce di petto*; and the chest, which is truly the wind-chest of the human organ, should never be exhausted. This is as important for the speaker as the hearers, and for the hearers as for the speaker. The voice is delivered with ease, and becomes agreeable. Singers know well the importance, indeed the necessity, of taking breath at proper places. The same thing is important for reading, in a large building where attention to this matter is indispensable.—*The Dean of Ely, in the Englishman's Magazine*.

## 3. THE WORDS WE USE.

Be simple, unaffected; be honest in your speaking and writing. Never use a long word where a short one will do. Call a spade a spade, not a well known oblong instrument of manual industry; let home be a home, not a residence; a place a place, not a locality, and so of the rest. Where a short word will do, you always lose by using a long one. You lose in clearness, you lose in honest expression of your meaning; and in the estimation of all men who are competent to judge, you lose in reputation for ability.

The only true way to shine even in this false world, is to be modest and unassuming. Falsehood may be a very thick crust, but in the course of time truth will find a place to break through.

Elegance of language may not be in the power of all of us, but simplicity and straightforwardness are.

Write much as you would speak; speak as you think. If with your inferior, speak no coarser than usual; if your superior, speak no finer. Be what you say, and within the rules of prudence, say what you are. Avoid all oddity of expression. No one ever was a gainer by singularity of words, or of pronunciation. The truly wise man will so speak that no one will observe how he speaks. A man may show great knowledge of chemistry by carrying about bladders of strange gases to breathe, but he will enjoy better health, and find more time for business, who lives on common air.

When I hear a person use a queer expression, or pronounce a name in reading differently from his neighbour, the habit always goes down, minus sign before it; it stands on the side of deficit, not of credit. Avoid, likewise, all slang words. There is no greater nuisance in society than a talker of slang. It is only fit (when innocent, which it seldom is) for raw school boys and one term freshmen to astonish their sisters with. Talk as sensible men talk; use the easiest words in their commonest meaning. Let the sense conveyed, not the vehicle in which it is conveyed, be your subject of attention.

Once more: avoid in conversation all singularity of accuracy. One of the bores of society is the bore who is always setting you right; who, when you report from the paper that 10,000 men fell in some battle, tells you that it was 9,999; who when you describe your walk as two miles out and back, assures you that it lacked half a furlong of it. Truth does not consist in minute accuracy of detail, but in conveying a right impression; and there are vague ways of speaking that are truer than strict fact would be. When the Psalmist said "Rivers of waters run down mine eyes, because men keep not thy law," he did not state the fact, but he stated a truth deeper than fact, and also truer.—*New York Teacher*.

## IV. Papers on Physical Geography.

### 1. IMPORTANT GEOGRAPHICAL DISCOVERY IN SOUTH AMERICA.

The Peruvian Government have been successful in opening a route for direct steam communication between their rich mountains and the eastern coast of South America. A steamer drawing seven feet of water, sent to explore the great river Amazon, has found it navigable from one end to the other, having ascended the Amazon 2,100 miles, and 600 miles more of the Ucayli and Pachia rivers, which had never before been navigated except by Indian canoes, to Mayro, about three hundred miles from Lima. The important fact has thus been ascertained that vessels have been able to penetrate that great continent to the foot of the Andes, and thus to connect the Atlantic and Pacific oceans through a new country of wonderful fertility.

### 2. LONGEVITY GEOGRAPHICALLY CONSIDERED.

Some interesting statistics as to geographical contribution of health and disease have been published. According to these the chances of longevity are greatly in favour of the more northerly latitudes. Near the top of the scale are Norway, Sweden and parts of England. Of cities, Vienna stands the lowest, and the highest is London. A cool or cold climate near the sea is the most favorable for longevity. While formerly one out of every thirty of the population of England, France, and Germany died in each year, now the average is one in forty-five. The chances of life in England have nearly doubled within eight years.

### 3. OUTLETS OF LAKES.

The question much agitated among the physical geographers of England, whether a lake can have two outlets, has been decided in the affirmative. Many examples in British North America are cited in proof, as the Trout Lake, the Prairie Portage, the Q'Appelle, and the Backfat. The Jasper Lake in the Rocky Mountains has an outlet into Hudson's Bay, and also into the Pacific.

## V. Papers on Railways and Commerce.

### 1. RAILWAYS IN THE UNITED KINGDOM.

The total working expenses of the railways of England and Wales for 1863 was \$63,298,090; of the railways in Scotland \$8,036,020; and of the Irish railways \$3,752,060. The length of lines at the end of the year 1863 was 12,322 miles showing an increase since the close of 1862 of 771 miles. The gross receipts of



all these railways for the carriage of Coal, Coke, and minerals, amounted in 1863 to \$27,098,386; being for England and Wales \$22,522,170; Scotland \$4,426,406; Ireland \$150,765. There are now in the British Islands three hundred and seventy-five district railway companies, who own eleven thousand five hundred miles of road. They carry above eighty million passengers yearly, and above thirty million tons of merchandise and minerals. They give employment to probably not less than two hundred thousand persons. The number of locomotives owned by the railway companies of the United Kingdom at the close of 1863 was 6,643. At the close of 1862, the corresponding number was 6,398.

## 2. THE QUEEN ON RAILWAY ACCIDENTS.

The Queen with her natural kindness of heart is concerned at the large number of accidents which have taken place on railway lines centring in London, and has written a letter addressed to the directors of those companies. Her Majesty's remarks will apply with almost equal force to railways in this country. It may be that some of the deplorable accidents happening in this country are the result of carelessness, and it behoves the managers of railways and those in charge of the running of trains to use the utmost caution and diligence. Particularly at this season of the year, and for the next three months is extra care absolutely necessary. The number of track-men should be increased, and made to keep a sharp lookout for broken rails. The Queen's letter is as follows:—

"Sir Charles Phipps has received the commands of Her Majesty the Queen to call the attention of the directors of the ——— to the increasing number of accidents which have lately occurred upon different lines of railroad, and to express Her Majesty's warmest hope that the directors of the ——— will carefully consider every means of guarding against these misfortunes, which are not at all the necessary accompaniments of railway travelling.

"It is not for her own safety that the Queen has wished to provide in thus calling the attention of the company to the late disasters. Her Majesty is aware that when she travels extraordinary precautions are taken; but it is on account of her family, of those travelling upon her service, and of her people generally, that she expresses the hope that the same security may be insured for all as is so carefully provided for herself.

"The Queen hopes it is unnecessary for her to recall to the recollection of the railway directors the heavy responsibility which they have assumed since they have succeeded in securing the monopoly of the means of travelling of almost the entire population of the country. Osborne, Dec. 27, 1864."

## 3. RAILWAYS IN INDIA.

There are at present ten railways in India either opened for a portion of their whole distance or in process of construction, and some of these have branch lines. Two lines, the Scinde (114 miles) and the Eastern Bengal (115 miles), are finished their whole length. The total length of line now opened for traffic is 2,687½ miles, and 2,100 miles yet remain to be constructed before the system, as far as sanctioned, will be completed.

## 4. RAILWAYS IN ITALY.

The lines of the new South Italian Railway Company are fourteen in number, their combined length being 853½ miles.—*Journal of the Board of Arts and Manufactures for U. C.*

## 5. RAILWAYS IN CUBA AND SOUTH AMERICA.

In Cuba upwards of 500 miles of railway are open; in Brazil 400 miles are open or in course of construction; in Chili 425 miles; in Peru 40 miles; in Venezuela 53 miles; and in New Granada 50 miles.

## 6. COMMERCE OF JERUSALEM.

The British Consul in his last report, says that Jerusalem is the least commercial and industrial city he knows. The fact of his report may be summed up as follows:—

British trade is represented by one English tradesman, who keeps a store for English upholstery, drapery and fancy goods. The population of the city is computed at 15,000, rather more than half of them Jews, the rest Moslems and Christians. The chief native industry is the manufacture of soap and "Jerusalem ware," this latter consisting of chaplets, crucifix, beads, crosses, and the like, made for the most part at Bethlehem, and sold to the pilgrims, who annually flock to the Holy City to the number of 6,000. The

population of the entire Sanjak, or province is estimated at 200,000, of whom 160,000, are Mahomedans. Owing to the absence of good roads and the insecurity arising from tribes of Bedouins inhabiting the outskirts of the district, but who could easily be kept in check, vast and fertile plains lie waste or are but partially and poorly cultivated; factories are not to be met with, and no mines are worked though it is believed that sulphur, bitumen, and rock salt abound on the shores of the Red Sea. The principal if not the only import from England are cotton goods, and some colonials, but the former have much diminished since the cotton crisis—it is calculated that 300 bales of these goods of the value of £16,000, annually find their way here. The exports are olive oil and grain. Very little is done in cotton culture, what is raised being of inferior quality and consumed on the spot; but it is believed that in many parts of the country cotton, to a very large extent, might be successfully cultivated, with good seed and proper instruction and implements given to the peasantry. The vegetable produce is barely sufficient for local requirements. Jaffa is the port through which Jerusalem deals with foreign countries. The trade of Jaffa experienced an increase in 1863; the quantity of cotton exported rose from 55,000 lbs. in 1862 to nearly ten times the amount in 1863, with a prospect of this again being trebled or quadrupled in 1864. This was owing to the interest exercised. The merchants who operated in cotton made a profit of about 25 per cent. There are regular lines of French, Austrian and Russian steamers, all doing well, and very often large quantities of goods have been left behind for want of room; but only one English steamer visited Jaffa in 1863. The exports exceeded £200,000; of the imports no statistics are kept. The consul reports a telegraphic line in course of formation by the Government between Beyrout and Jaffa, thence to be carried on to Alexandria.

## 7. THE NAVY OF ENGLAND.

The official return of the number, name, tonnage, armament, and horse-power of steamers and sailing ships, composing the British Navy, published on the 1st of January, 1865, under the authority of the Admiralty, states that the total strength of the navy of England numbers 765 ships of all classes, exclusive of which there are now building at various dock-yards, 28 others, which will mount from 1 to 81 guns each, and many of which are far advanced towards completion. Of the above number of vessels 350 line-of-battle ships, frigates, corvettes, sloops, &c., are ready to put to sea at a short notice, exclusive of about 100 gun-boats. The number at present in commission and doing duty in various parts of the globe amounts to 224, besides 48 gunboats; and there are also in commission 48 coast-guard cruisers, and 38 watch-vessels. The above total may be summarized thus: 342 effective line-of-battle ships, frigates, corvettes, sloops, &c., mounting from 1 to 131 guns each; 114 screw gunboats, from 200 to 270 tons each; 108 sailing ships, many of which are in commission; 115 employed in harbour service as receiving ships, hospital ships, powder depots, coal depots, &c.; 48 coast-guard cruisers, and 38 coast-guard watch-vessels.

## VI. Papers on Natural History, &c.

### 1. THE VEGETABLES THAT WE USE.

It was the belief of some among the ancients, that man had received from the gods, the seeds of the grains, and of the various other plants which he cultivates as sources of food. In after ages the origin of these plants was no better known, and it was long before it was discovered that they might still be found growing in a wild state. Even in Humboldt's time ignorance prevailed on this important subject. In an essay published in 1807, he says, "The country in which originated the vegetables most useful to man is a secret as impenetrable as the first dwelling place of our domestic animals." Since this time, however, geographical and botanical researches have made rapid progress; a large proportion of the most commonly cultivated vegetables have been found growing spontaneously, and it is agreed by the best naturalists that all these plants have most probably descended from some wild form. This inquiry is of importance, because it has a direct bearing on those questions as to the "origin of species" as to the amount of variability of which species are susceptible, and the causes by which that variability is produced.

Concerning the history of our common kitchen-garden plants, we find some interesting particulars in a paper published in the last number of the *Canadian Naturalist*. The vegetable first considered is

#### THE POTATO.

This plant belongs to the natural order Solanaceae, and is closely



related to the tobacco plant, belladonna, henbane, nightshade, and other poisonous narcotics. In it, however, the poisonous qualities are confined to the parts above ground, including any of the tubes which may be exposed to the light in growing. It is a native of South America, and is still found wild in the mountainous regions of Chili, Peru, and Buenos Ayres. It has also been found in Mexico and in the Southern States; but was probably introduced there by the first Spanish settlers. Samples brought from the Carolinas were first grown by Sir Walter Raleigh, in the South of Ireland in 1586. In that country, where both soil and climate are favorable to its growth, it rapidly came into favor; but in England, Scotland and France a prejudice long existed against it owing to the poisonous nature of the other plants of the same order, and for a century and a half it was only cultivated in flower gardens. Even in 1725, the few potato plants in the gardens about Edinburgh were left in the same spot from year to year. In 1728, however, Thomas Prentice, a Scotch day-laborer, in Stirlingshire, began to cultivate this plant for food, and sold to his neighbors what he did not require for his own use. They bought willingly, and he soon made a small fortune, and lived for 64 years a happy witness to the effects of the blessing which he had been instrumental in conferring upon the country. In England the potato was taken into favor much earlier, and its field culture rapidly extended as its excellent qualities became known. A strange objection was at first made by some who denied the lawfulness of eating potatoes because the plant was not mentioned in the Bible. In France it was not until a time of scarcity during the Revolution that its culture became general.

#### THE PARSNIP.

This plant belongs to the natural order Umbelliferae, and is closely related to the carrot, celery and parsley. It is a native of Britain and of other parts of Europe, and is most plentiful on dry banks, or on a chalky soil. It seems to have been early reclaimed from a wild state, for Pliny tells us that parsnips were cultivated on the banks of the Rhine, and were brought from thence to supply the tables of the Roman Emperors. It is one of the hardiest plants in the kitchen-garden, as it remains uninjured in the severest weather. The wild parsnip, if grown for two or three years in rich garden soil, acquires all the characters of the cultivated form, and if the garden plant escapes into uncultivated ground, it speedily reverts to its originally wild and degenerate condition. It is consumed in large quantities in Catholic countries, being used with the salt fish eaten during Lent.

#### THE CELERY.

This plant is a hardy biennial. It has been found wild in various parts of Europe, in the Southern Hemisphere, and in California. Wild celery grows by the side of ditches near the sea, where the water is brackish. It is rank, coarse and suspicious in its appearance, but by cultivation it is transformed into one of the sweetest and most wholesome of our esculents. It appears to have been first cultivated in Italy, as the name is of Italian origin. It was formerly called *Ache* in England, which is in fact, its true English name. When these plants grow in moist ground, the narcotic principle prevails, and they are poisonous. This is part of the difference between the wild plant and the cultivated, which grows best in a rich, well drained soil. The process of excluding the light, by covering the stems with earth, also tends to render the poison, peculiar to the wild plant, inert.

#### THE CABBAGE.

The cabbage, horse-raddish, cress, mustard, turnip, &c., all belong to the natural order of Cruciferae. The cabbage is found on the sea coast in various parts of Europe. In spring it may be gathered and eaten, and it was no doubt resorted to as food by the early inhabitants of Britain. There is no plant which has produced by cultivation a greater number of varieties than this one. The opinion is generally entertained by naturalists that the white and red cabbage, savoy, borecoles, cauliflower and brocoli, have all originally sprung from the wild cabbage of the sea coast. The word is derived from the Latin *caput* a head through the French *cabus*. The red cabbage was known to the Romans. In Britain the cabbage was probably first grown by the Saxons, with whom it was such a favorite, that they called the second month of the year *Sprout-kale*. The cauliflower was first brought from Cyprus, about the beginning of the 17th century. It was a favorite saying of the great lexicographer, Dr. Johnson, "Of all the flowers of the garden, I like the cauliflower the best!" A sentiment worthy of that learned epicure. The varieties of the cabbage illustrate in the most striking manner the changes which are produced in species by cultivation, and the permanence of some varieties.

#### THE TURNIP.

This plant is found wild all over Europe. Among the varieties produced by long cultivation are the common turnip, the Swedish turnip which was first cultivated in England in 1781, but which has

long been known in Sweden and Germany, and another important variety which is largely cultivated in France and other countries. This last is valued for the oil contained in its seeds, which under the name of Colza oil is used for lamps, giving a very brilliant light.—*Witness*.

## 2. THE GEOGRAPHY OF PERFUMES.

Of the different countries from which we draw materials for making perfumes, we learn that the south of France yields the most bountifully the sweetest of all flowers—the rose, jessamine, and orange; and that Nice, so famous for its lengthy hotel bills and querulous old maids, is also especially celebrated for its violets; Italy gives us bergamot, orange, and lemon; Turkey, the far-famed attar of roses; India supplies cassia, cloves, sandal-wood, and patchouli; and China, the much abused, yet "indispensable," musk. Our own county yields but little to the perfumers' stills—lavender and peppermint are all we have to boast of. Our flowers are beautiful both in form and colour, but they do not possess that intensity of odour required for extraction; in fine, our damp climate is inimical, and the damp is answerable for our short-comings.—*The Queen*.

## 3. INSECTS AS A FOOD.

In Africa they eat ants stewed in butter. In Sweden they distil them with rye, to give a peculiar flavor to brandy. Pressed ants' eggs yield a mixture resembling chocolate with milk, of which the chemical composition resembles that of ordinary milk. The large termites, or white ants, which are so destructive to houses and furniture, are roasted by the Africans in iron pots, and eaten by the handfuls as sugar-plums. They are said to be very nourishing, and taste like sugared cream or sweet almond paste. As for locusts, "the Africans," says Dr. Phipson, "far from dreading their invasions, look upon a dense cloud of locusts as we should upon so much bread and butter in the air. They smoke them, or boil them, or salt them, or stew them, or grind them down as corn, and get fat on them."

## 4. THE ANGEL LIFE.

I was at a school examination a few days ago, and when a class stood up to read, the teacher selected a lesson in the Fourth Book, descriptive of the proceedings of the ichneumon-fly. This fly is provided with a sort of sting; and, seeing a caterpillar, she pierces him and leaves some of her eggs in his flesh, where they hatch into little worms. The most wonderful part of this proceeding is, that the caterpillar does not die, but goes on feeding and creeping about as before!

You have often heard that caterpillars, if no accident befall them, will become butterflies. And some good little boys I know, are very careful not to hurt the poor little caterpillars. They want to see as many butterflies as possible next year; and they know that for every caterpillar they kill, there would be one butterfly less. If I find a caterpillar in the house, (for he doesn't know I would rather not have him there, and so he comes in without invitation,) I carry him carefully out, and put him among the grass. You may ask "Where is the butterfly about him?" Ah, it's there somewhere! There's butterfly about him, or else he would never become a butterfly. Look at a grain of wheat. Where is the stalk and the leaf? It is there! You see that little knob near one end. That is the germ. Well, if you could unroll that little germ, you would find the stalk and leaves and ear of wheat all there, rolled up! And so with the caterpillar. He has butterfly-wings, all folded up, inside of his homely coat! But now happens a sad thing with the poor caterpillar which this fly has stung. He never comes out in butterfly shape the next spring, like the others! The germ of his butterfly-life has been destroyed by these little grubs. So ants destroy the germ of the wheat grains they store up for winter use, that they may not sprout and grow. The wheat seems as round and pretty as ever, but if it were sown, it would never grow. The little stalk and leaf, so beautifully rolled up in the germ, are gone. So with the caterpillar; the little butterfly hidden in his body, is killed; and when he dies, he never lives again.

Now, a good man, Archbishop Whately, thinking over this strange fact, tells us to mark how like sin were these grubs, and how like the caterpillars were we, when sin becomes deeply seated within us. The Fourth Book does not say anything of this, and so I could not help telling it to the class who were reading. Every little child has Angel wings all folded up within him, and he may hope one day to spread them in the heavenly air, and begin his Angel life. But he who allows sin to eat out his Angel life, will have no wings to spread! We cannot always tell when the wings

are gone; but I think the person generally knows it himself. But I have known children who were sure *their* wings were safe. They seemed as if they felt them fluttering. They loved Christ so much, that they wished to fly home to him, if it were only his will to let them! Sometimes they get their wings much sooner than we parents wish! Dear little friends, are you sure your wings are safe?—*Canadian Quarterly Review*.

## 5. "WE SHALL BE CHANGED."

### STORY OF THE WORM.

On one of our autumn days, during what we call our Indian summer, when the beaver and musk-rat do their last work on their winter homes, when the birds seem to be getting ready to wing themselves away to milder climates, when the sun spreads a warm haze over all the fields, a little child went out into his father's home-lot. There he saw a little worm creeping towards a small bush. It was a rough, red, and ugly-looking thing. But he crept slowly and patiently along, as if he felt he was a poor, unsightly creature.

"Little worm," said the child, "where are you going?"

"I am going to that little bush yonder, and there I am going to weave my shroud and die. Nobody will be sorry, and that will be the end of me."

"No, no, little worm! My father says that you won't *always* die. He says you will be '*changed*,' though I don't know what that means."

"Neither do I," says the worm. "But I know, for I feel that I am dying, and I must hasten and get ready; so good-bye, little child! We shall never meet again!"

The worm moves on, climbs up the bush and there weaves a sort of shroud all around himself. There it hangs on the bush, and the little creature dies. The child goes home and forgets all about it. The cold winter comes, and there hangs the worm, frozen through and through, all dead and buried. Will it ever "live again?" Will it ever be changed? Who would think it?

The storms, the snows, and the cold of winter go past. The warm, bright spring returns. The buds swell, the bee begins to hum, and the grass to grow green and beautiful.

The little child walks out again, with his father, and says:

"Father, on that little bush hangs the nest or house of a poor little worm. It must be dead now. But you said, one day, that such worms would 'be changed.' What did you mean? I don't see any change?"

"I will show you in a few days," says the father.

He then carefully cuts off the small limb on which the worm hangs, and carries it home. It looks like a little brown ball, or cone, about as large as a robin's egg. The father hangs it up in the warm window of the south room, where the sun may shine on it. The child wonders what it all means! Sure enough, in a few days, hanging in the warm sun, the little tomb begins to swell, and then it bursts open, and out it comes, *not* the poor, unsightly worm that was buried in it, but a beautiful butterfly! How it spreads out its gorgeous wings! The little child comes into the room, and claps his hands, and cries—

"Oh! it is changed! it is changed! The worm is '*changed*' into a beautiful butterfly! Oh, father, how could it be done!"

"I don't know, my child. I only know that the power of God did it. And here you see how and why we believe his promises, that we all shall be raised from the dead! The Bible says, it does not yet appear what we shall be; but we shall be '*changed*.' And we know that God, who can change that poor little worm into that beautiful creature—no more to creep on the ground—can change us, our '*vile bodies*,' and make them like Christ's own glorious body." Does my little boy understand me?"

"Yes, father."—*Rev. Dr. Todd in S. S. Times.*

## VII. Biographical Sketches.

### No. 26.—VISCOUNT LORD COMBERMERE.

Field Marshal Viscount Stapleton Cotton, K. C. B., whose death is announced in the late English papers, was probably the oldest General in the world. He was born in 1773, and was therefore ninety-three years of age when he died. He was educated at the Westminster school, and entered the army seventy-five years ago, when he was eighteen years of age. He served with great distinction in India, under Lord Cornwallis and the Duke of Wellington, then General Wellesley. At the battles of Bhurtpore and Mallavelly his good conduct secured his promotion. When Wellington was appointed to the command of the Peninsular Army he selected

young Cotton for the command of a cavalry division, and he was second in command at the battle of Salamanca. He participated in all the great battles and sieges of the Peninsular war, and at its close in 1814, received the thanks of Parliament, and was raised to the peerage, with the title of Baron Combermere, and a good pension to support his dignity. He was promoted to a Viscountcy in 1826. After the fall of Napoleon, Viscount Combermere was appointed to the chief command of the British army in the East and West Indies, and also held the position of Governor of Barbadoes. He held numerous positions of honor and trust. Besides being Field Marshal, he was Constable of the Tower of London, Colonel of the Life Guards, and wore several orders of merit from his own and foreign governments. Viscount Combermere, besides being a brave man and a good General, had the advantage of being the representative of an old family which was seated in the family estates before the Norman conquest.

### No. 27.—RICHARD COBDEN, ESQ.

For some time previous to his death, on the 2nd of April, Mr. Cobden had been in delicate health. He was born at Dunford near Middlehurst, in the county of Essex, England, in the year 1804. He was, consequently, at the time of his decease, about 61 years of age. His father, who was a small farmer, died when he was very young, and his uncle, a warehouseman in London, took charge of the son. After having been employed with his uncle for a time, he became a commercial traveller, and as such traversed a good portion of his native country. He visited Greece, Turkey and Egypt in 1834, and the United States in 1835. About this time he became a partner in a cotton-printing establishment near Manchester, and by his energy and ability aided to build up a highly successful business. Early in life he began to take an interest in political affairs, and was a warm participant in the agitation which preceded the passage of the Reform Bill. In 1837 he was a candidate for the representation of Stockport, but was defeated. During that year and the following he travelled a good deal upon the continent, and it is said, returned a decided free-trader. It is probably more correct to say that he returned with his previously-adopted free-trade principles confirmed. In 1839, the rejection of the motion for the repeal of the tax gave fresh impetus to the agitation for the repeal. The famous Anti-Corn Law League was then established. Mr. Cobden took a leading part in the formation of that league, and in the agitation which it carried on. In 1841 he was again a candidate for Stockport, and was elected—commencing his Parliamentary career in the first year of Sir Robert Peel's second Administration. By his thorough acquaintance with all questions of commerce, and by his clear logical style of speaking, Mr. Cobden soon placed himself in the front rank of the opponents of the protective system. He devoted much attention to the anti-corn-law agitation, speaking not only in Parliament but also in various parts of the country in favour of free trade in breadstuffs. Immense opposition was encountered from those who clung to protectionist theories, and from the landed and agricultural interest, which selfishly thought itself entitled to a premium for supplying the people with bread. But the labours of Mr. Cobden and his colleagues of the League in time produced their effect upon public opinion. Sir Robert Peel saw that the time for a change had come, gave up his opposition to the repeal of the corn laws, and assisted in carrying a measure effacing that purpose. This bill received the royal sanction on the 26th June, 1846, and has revolutionized the trade and commerce not only of England, but of a large portion of the civilized world. A suitable pecuniary acknowledgement, in the shape of a public subscription, amounting to about £70,000, was shortly afterwards presented to Mr. Cobden. In 1846-7, he was elected for two constituencies, his old one of Stockport and the West Riding of York. He decided to sit for the larger county rather than for the borough. He was re-elected for the West Riding in 1852. Having always been a member of the peace party, he condemned the conduct of the British Government in taking part in the war against Russia. As that war was heartily sustained by the British nation, Mr. Cobden sacrificed for a time much of his popularity by his opposition to it. In 1857, he voted for the resolution censuring Lord Palmerston for entering upon the war with China, a step which caused his constituents to reject him at the next election, which immediately followed. He was a few years after elected for Rochdale, which constituency he represented at the time of his death. Mr. Cobden was never a minister. A few years ago he was entrusted with the duty of negotiating a commercial treaty with the Government of France, and succeeded in his mission—in-doctrinating the Emperor of the French with his free trade principles—and in securing to the people of France the benefits of more enlightened commercial regulations. How well his labours on that occasion were appreciated may be judged from the fact that his death is mourned in Paris almost as much as in England. When

his death was known, the Paris journals published highly eulogistic sketches of his career, and one journal draped its columns in mourning for him. The mark of respect thus conveyed is the greater that Mr. Cobden's official status was simply that of member of Parliament. Mr. Cobden was a self-taught man, but by means of extensive reading and travelling and close study, he was well taught. His abilities were not so much of a brilliant, as of a practical character. In converting England to free trade, Mr. Cobden accomplished a greater social revolution than any other man of his age. Not only did he work a commercial and social revolution in Britain, but in France and all other countries directly or indirectly affected by the change in British policy—and those countries include a very large portion of the world.—*Toronto Globe*.

#### No. 28.—MR. JOHN CASSELL.

Another of our "self-made" men died on the same day as his friend Mr. Cobden—John Cassell, the publisher, whose name has been carried into the four corners of the earth by the popular literature of which he was the originator. He was a man of great commercial enterprise, not also without ambition to be of use in helping forward what he esteemed as great ideas. In early life he left the blacksmith's anvil to advocate total abstinence, and he can claim the credit of having been very successful. He embarked a small capital, obtained by his marriage, in trade, and from humble beginnings, he rose to be one of the greatest publishers in London. Only the other day his firm, Cassell, Potter and Galpin, published the Emperor's Life of Caesar, for which it is said they paid £20,000 as purchasers of the copyright.

#### No. 29.—MR. DAVID STOW.

The recent death of Mr. David Stow, whose indefatigable labours at Glasgow have made his name memorable far beyond the borders of his own country, will be felt by many a teacher, as the loss of a personal friend. Let it not be forgotten, when his great services to the cause of education are recalled, that he began his career by opening a Sabbath school in the Saltmarket; and that finding the labours of the one day vitiated by the indolence of the rest of the week, he was led on, step by step, from this point to the wider work which engrossed his life.—*Sunday School Teachers' Magazine*.

#### No. 30.—MRS. RICHARD LOVELL EDGEWORTH.

The Mrs. Edgeworth, whose death is announced in the late English papers, at the advanced age of ninety-seven years, was the widow of the eccentric and versatile Richard Lovell Edgeworth, who flourished at the close of the last and the commencement of the present century. Mrs. Edgeworth was the fourth wife of Mr. Edgeworth, whom she married in 1798—nearly three score and ten years ago. He had then nine children. Maria Edgeworth, the celebrated novelist, was one year older than her charming step-mother, and produced an exquisite word picture of her grace and attainments, calling this marriage the greatest of all the blessings conferred by her father upon his family. Mrs. Edgeworth lived on the family establishment at Edgeworthstown until her death, tenderly cared for by her children and grand-children, and retaining her warmth of feeling and beautiful powers undimmed to the end. Her last illness was brief, but it was the longest she had known in a lifetime that only wanted three years of completing a century. She suddenly lost her powers of speech ten days before her death while conversing on standard English poetry, and gradually sank, full of years and surrounded by love, to an honored grave.

#### No. 31.—THE DUKE DE MORNAY.

By the steamer *Australasian* we learn of the death of Charles Auguste Louis Joseph de Mornay, Duke of the Empire of France, and reputed half brother of the Emperor. The Duke was born on the 23rd of October, 1811, and was, consequently, in his fifty-fourth year. He has always been regarded as the son of Queen Hortense and the Count de Flahault. Count de Mornay, of the Isle of France, adopted him, and received 800,000 francs for acceding his name and patronage to the young offshoot of royalty. He was educated at one of the Military Academies of Paris, and served with distinction in Algeria, where he was wounded. He saved the life of his commanding officer, and was rewarded with the Legion of Honor. Queen Hortense, on her death in 1837, left him 40,000 francs, and he then became a speculator and financier, first making his appearance in the speculative world as a manufacturer of beet-root sugar. In the *coup d'état* of December, 1851, he was the right-hand man of his half brother. He held the office of Minister

of the Interior until 1852, and was afterwards chosen a member of the *corps législatif*, over which he presided until his death. The courtesy of his manner, and elegance and grace of his conversation, won for him friends everywhere.—*Hamilton Spectator*.

#### 32. GENERAL A. P. HILL.

In the death of General Hill the Confederacy has lost one of its very ablest officers, ranking in the same class with Lee, Johnston and Longstreet. Indeed many in the South have regarded him as second only to Lee himself in military skill and genius. He was born in Culpepper, Va., in the year 1828, entered West Point from that State in 1842, and graduated later in the same class with Gen. Burnside. On the first of July, 1847, he was brevetted a Second Lieutenant of the First Artillery. In 1851 he was promoted to Lieutenant, and afterwards assigned to the coast survey. On the 1st March 1861 he resigned his commission, and entered the rebel service as Colonel of the Third Virginia Infantry. During the month of June he commanded a brigade near Romney, West Virginia, and after the battle of Williamsburgh was made a Brigadier. From that time till the present he has occupied a most prominent position, participating in all of Lee's campaigns, and invariably with much credit to himself. Serving with Stonewall Jackson, in whose class he was at West Point, his name has always been associated with that dead hero, who was much indebted to him for many of his brilliant successes. When Jackson suddenly hurled his column of forty thousand men upon McClellan's right wing, near Mechanicsville, it was Hill who led the advance. During the sanguinary engagements of the following six days, he particularly distinguished himself, and was promoted to the full rank of Major-General. When Jackson was detached by Lee, prior to the battle of Antietam to surround Harper's Ferry, he again gave the advance to Hill, who agreed with Colonel Miles upon the terms of capitulation, and first entered the place. Those of the beleaguered garrison who were stationed near the outer fortifications, will remember the commotion which General Hill occasioned, as he rode down from Bolivar into the village, followed by his staff. He was much better dressed than Jackson, wore his star upon his short coat collar, and sat erect upon his horse, holding the rein in one hand, and with the other frequently curling his long and elegant moustache. He proceeded down the village, and located his head-quarters at the building next to the one in which Colonel Miles was dying.

His conduct toward the captured garrison and civilians was much more considerate than that of most other rebel officers in similar circumstances. After the death of Jackson, Lee relied mainly upon Hill and Longstreet for the successful execution of his orders. When the latter was wounded in the Wilderness battles, Hill was the only reliable General left to the rebel commander, and during the engagements which followed he was invariably assigned to the most important positions. His death will add to the gloom which now enshrouds the Confederacy.—*N. Y. Commercial Advertiser*.

#### No. 33.—RIGHT REV. W. H. DELANCEY, D.D., LL.D.

William Heathcote DeLancey, D.D., LL.D., D.C.L., an American Episcopal divine, Bishop of the Diocese of Western New York, was born in Westminister county, New York, Oct. 8, 1797. He was graduated at Yale College in 1817, studied theology under the direction of Bishop Hobart, and received deacon's orders in 1819. Ordained to the priesthood in Trinity Church, New York, in 1822, he soon after became personal assistant of the venerable Bishop White of Philadelphia, in the three churches of which that prelate was rector, and in the succeeding year he was unanimously elected one of the regular assistant ministers of those churches. He was annually chosen secretary of the Diocesan Convention of Pennsylvania from 1823 till 1830, and was secretary of the House of Bishops in the General Convention of the Episcopal Church of the United States from 1823 till 1829. Upon the reorganization of the University of Pennsylvania in 1828, he was chosen provost of that institution, and thereupon resigned his pastoral charge. He remained provost five years, and then resumed the office of assistant minister of St. Peter's church. In 1838 the Diocese of New York, comprising the whole State, was divided, the eastern portion retaining the old name, and at the Primary Convention of the new Diocese, held at Geneva, Nov. 1, 1838, Dr. DeLancey was chosen its first Bishop, and he was consecrated May 9, 1839. He removed to Geneva, the seat of the Diocesan College, now called the Hobart Free College, which was chiefly indebted to his efficient efforts for its support. He also instituted a system of Diocesan Missions, by which a corps of laborers unusually large in proportion to the population and wealth of the Diocese have been sustained to the present time, without incurring debt. In 1840, by his recommendation a fund for the relief of infirm and aged clergy of the Diocese was estab-

lished, which, besides accomplishing its object, has accumulated a fund of about \$5,000. His sermon on the office of Bishop, preached Dec. 29, 1842, at the consecration of Dr. Eastburn as Bishop of Massachusetts, was widely circulated and esteemed. In 1846, at a meeting of the trustees of the General Theological Seminary of New York city, he made a proposition for the dissolution of that school as a general institution of the church, with a view of counteracting the distrust and hostility of which it was the object, and also of preparing the way for the realization of his own scheme of Diocesan schools. Though this measure was not adopted, in 1855 he brought forward his plan for a Diocesan "training school," to be supported by a charity foundation, and to afford the requisite education to all persons qualified and disposed to enter upon the work of the ministry. In 1852 he visited England as a delegate from the Episcopal Bishops of the United States. Under the care and supervision of Bishop DeLancey, the Diocese of Western New York has acquired the title of "The Model Diocese." It is the prevailing sentiment, both of clergy and laity, that in the Providence of God, the deceased was raised up to do precisely the work which has been done, and for which he was peculiarly fitted; and that now, in his successor, Bishop Coxe, there is, by the same Providence, raised up another, possessing in a high degree, the qualifications necessary to enable him to carry on prosperously the work, which, at the summons of death, Bishop DeLancey has laid aside.—*Churchman*.

#### No. 34.—LEWIS BURWELL, ESQ.

Died suddenly, at his residence in Brantford, on the 20th ult., Lewis Burwell, Esq., P.L.S., aged 71 years. Deceased was born in Bertie, in the Niagara District, and was for many years a useful member of the Wesleyan Methodist church, being a local preacher in that body for a number of years. Having resided in Brantford nearly 40 years, and followed his profession as Surveyor, Draftsman, and Conveyancer, the public will sustain a loss which will not be easily replaced. Mr. Burwell surveyed the town and township of Brantford, and many of the adjoining townships west.—He was a faithful adherent to the Crown of Great Britain, being a true lover of his Queen and country, and was a thoroughly consistent loyal man. Mr. B. was a son of an old U. E. Loyalist, and was brother of the late Colonel Burwell and brother of Colonel John Burwell, of Port Burwell, and uncle of Leonidas Burwell, M.P.P., for East Elgin.—*Brantford Courier*.—[The deceased was well known in Simcoe, and by his urbanity and gentlemanly bearing had endeared himself to all who had the pleasure and privilege of his friendship. His loss, as our contemporary justly remarks, will long be felt, and we desire to express our sympathy with those who are more immediately bereaved by his sudden exit to his eternal home.—*Norfolk Messenger*.

### VIII. Miscellaneous.

#### 1. THE CHILDREN'S HOUR.

Between the dark and the daylight,  
When the night is beginning to lower,  
Comes a pause in the day's occupations,  
That is known as the Children's Hour.

I hear in the chamber above me  
The patter of little feet,  
The sound of a door that is opened,  
And voices soft and sweet.

From my study I see in the lamplight,  
Descending the broad hall stair,  
Grave Alice, and laughing Allegra,  
And Edith with golden hair.

A whisper, and then a silence:  
Yet I know by their merry eyes  
They are plotting and planning together  
To take me by surprise.

A sudden rush from the stairway,  
A sudden raid from the hall!  
By the three doors left unguarded  
They enter my castle wall!

They climb up into my turret  
O'er the arms and back of my chair;  
If I try to escape they surround me;  
They seem to be everywhere.

They almost devour me with kisses,  
Their arms about me entwine  
Till I think of the Bishop of Bingen  
In his mouse Tower on the Rhine.

Do you think O blue-eyed banditti,  
Because you have scaled the wall  
Such an old moustache as I am  
Is not a match for you all?

I have you fast in my fortress,  
And will not let you depart,  
But put you down into the dungeon  
In the round tower of my heart.

And there will I keep you forever,  
Yes, forever and a day,  
Till the walls shall crumble to ruin,  
And moulder in dust away!

#### 2. THE QUEEN AS A SCRIPTURAL READER.

The picture by M. Gourlay Steel, R. S. A., painted for a New-castle publisher, representing the Queen reading the Scriptures at the bedside of an aged fisherman, is at present on view in Mr. Hills Gallery, Princes Street. We had the opportunity of seeing the picture some time ago in the artist's studio, and noticing the ability and success with which the incident is commemorated by him on the canvas. The story now well known was originally told at a meeting of the Army Scripture Reader's Society by the Rev. H. Hullcat, one of the chaplains of Aldershot. It is as follows:—"The incumbent of Osborne had occasion to visit an aged parishoner. Upon his arrival at the cottage as he entered the door where the invalid was, he saw sitting by the bedside, a lady in deep mourning reading the Word of God. He was about to retire, when the lady remarked, "Pray remain. I should not wish the the invalid to lose the comfort which a clergyman might afford." The lady retired, and the clergyman found lying on the bed a book with texts of Scripture adapted to the sick; and he found that out of that book portions of Scripture had been read by the lady in black. That lady was the Queen of England." This beautiful incident in the widowed life of the Royal lady speaks more than volumes of eulogy.—*Edinburgh Courier*.

#### 3. THE QUEEN ON THE EMPLOYMENT OF WOMEN.

Some time ago a beautifully executed address, the work of the pupils of the Queen's Institute, Dublin, was presented to her Majesty, who has now been graciously pleased to convey her approval of this specimen of educated labour in the following letter to Lord Talbot de Malahide, the vice-president of the Queen's Institute, by whom it was presented to her Majesty at Windsor:—"Windsor Castle, March 7th, 1865. My dear Lord Talbot,—The Queen has commanded me to assure you of the pleasure with which she has learned, from the address which you have presented to her Majesty, the increased success of the Queen's Institute for the Training and Employment of Educated Women. There could be no object more in harmony with the feelings of her Majesty than to provide employment, such as is peculiarly suited to them, for those women whose early education has qualified them to cultivate other fields of action than those usually open to female industry; nor is it less desirable that such instruction should be available for those that are younger as may contribute to extend as widely as possibly the limits of profitable and honourable exertion. The Queen was much pleased to remark the peculiarly appropriate mode that had been adopted of proving to her Majesty that talent and ability were not wanting (where a fitting opening could be found), by the very beautiful and tasteful illustrations and adornments of the address presented to her. The illuminations, the water-colour views, and the embroidery were all much admired by her Majesty. Believe me, very sincerely yours, C. B. PHIPPS."

#### 4. A FAMILY SCENE AT ST. CLOUD.

The Empress was close before us on the upper terrace, which is connected with her apartments by a light iron bridge. This bridge was entirely concealed by a wild vine, whose splendid dark red leaves were the sole thing that reminded us of autumn. The terrace was still covered with the gayest flowers, and orange and pomegranate flowers stood in the open air. In the centre, near a perfect mound of flowers the Empress was seated in one of those pretty wire-work chairs, which are elegantly made in Paris; in front of her lay, on a similar table, a book and some needlework in a plain basket. The

face of the exalted lady was sickly and pale; the noble profile which appears so classical in marble busts of the Empress was still the same and so was the full hair; But in the features there was a sorrow, and the pallor was almost painful to look on. A cheerful contrast was afforded by the youthful Prince; he was playing with a snow-white dog, which impudently leaped on the lap of the Empress! What does a dog know of the etiquette of a court? The Prince is a remarkably handsome boy, tall and well grown for his age, with curly hair, a round fresh face with clever eyes, and very like one of Raphael's angels: at the same time his manner is admirable, and there is grace in all his movements. He wore the trousers of the corporal's uniform, and over them a blouse, pale yellow with blue embroidery, which became him well. In the background sat two ladies in one of whom I recognized Madame Bruat, "Gouvernante des Enfants de France." At this moment the Emperor slowly crossed the iron bridge; an old white-haired gentleman accompanied him, Mocquard, the chief of his cabinet. The Emperor said a couple of words to him and then dismissed him with a kindly wave of the hand. Mocquard, after making a deep bow, disappeared. The little Prince ran to meet his father, and the dog barked at the Emperor most improperly. The latter raised his son from the ground, kissed him on the forehead, then took his hand, and walked with him up to his mother. The Empress rose, and the couple walked along the flower beds in conversation, with the Prince behind them. The Emperor was in civilian dress with hat and gloves and the traditional lilac paletot—a fashion which the King of Holland left him on his visit. The Emperor looked remarkably stout; his face was as usual dark and stern, and the heavy moustache rendered it still sterner. Still he seemed to be in good spirits. He often laid his hand on the Prince's curly head, and pointed to several of the flower pots as if telling him the names of the plants. The Empress soon seated herself at her former seat; the Emperor took a chair by her side, and took a portfolio, in which he wrote, though without interrupting his conversation with the Empress. The prince was very busy with his mother's workbasket, and listened the while to his parents' conversation. The little Prince suddenly addresses a question to his father, who shakes his head in refusal, but the boy leaps on his knee and begs and coaxes, and at last draws his mother into the embraces. At length the Emperor appears to give way and consent; the Prince leaps about merrily, the lapdog comes to life again too, and the old gentleman with the white hair appears again in the *allee*, and begins bowing, long before their Majesties notice him. M. Mocquard announces that the ministers are assembled, and awaiting the Emperor. His Majesty rises, kisses his son, and seems to repeat his promise; then he offers the Empress his arm, and escorts her over the bridge to her apartments. The Prince remains on the terrace with the two other ladies and the lapdog, when M. Mocquard disappears again on the side *allee*. On the same day I read the following notice in an evening paper—"The Emperor came this afternoon from St. Cloud to Paris in order to inspect the new Boulevard du Prince Eugene. He was in a light open phaeton, and drove himself. The Prince Imperial was seated by his side; the first time he has accompanied His Majesty on such a drive. The carriage was without escort—there were only two footmen behind. His Majesty was received with loud shouts on all the boulevards, and the public were delighted with the pleasant salutes which the little Prince offered on all sides." It was this, then, the little Prince had asked and coaxed from his father—a trip with papa—and not as usual, in the large four-horse stage-coach, surrounded by clattering dragoons and galloping aides-de-camp.—*Bentley's Miscellany*.

##### 5. ANECDOTE OF NAPOLEON III.

A story is told in Paris that is creditable to the Emperor. It is said that, riding one day in the streets, he nearly rode over a little boy, and pulling up suddenly, and ascertaining that he was not hurt, asked him good-naturedly if he would like to see the Emperor. "No," replied the child, "for my father says he is a scoundrel!" "Indeed," said the Emperor, "I'm sorry to hear that, but I think your father cannot be much of a judge." "Oh; yes!" said the boy, "he is a senator;" upon which one of the Emperor's train asked his name, but was peremptorily interrupted by his master, who declined to hear it, and rode on. What a different world would this be were all to follow the example of the Emperor in this case!

##### 6. ORIGIN OF FAMILIAR QUOTATIONS.

"It is an ill wind turns none to good," usually quoted. "It's an ill wind that blows no one any good."—Thomas Tasser, 1580.

"Christmas comes but once a year."—*Ibid*.

"Look are thou leap?"—*Ibid*.

"Look before you are you leap"—very commonly quoted, "Look before you leap."—Hudibras.

"Out of mind as soon as out of sight"—usually quoted, "Out of sight out of mind."—Lord Brooke.

"What though the field is lost, all is not lost."—Milton.

"Awake, arise, or be forever fallen."—*Ibid*.

"Necessity, the tyrant's plea."—*Ibid*.

"That old man, eloquent."—*Ibid*.

"Peace hath her victories."—*Ibid*.

"Though this may be play to you, 'tis death to us."—Roger L'Estrange, 1704.

"All cry and no wool"—not little wool.—Hudibras.

"Count their chickens ere (not before) they're hatched."—*Ibid*.

"Through thick and thin."—Dryden.

"When Greeks joined Greeks, then was the tug of war"—usually quoted, "When Greek meets Greek, then comes the tug of war."—Nathaniel Lee, 1692.

"Of the two evils, I have chosen the least."—Prior.

"Richard is himself again."—Colley Cibber.

"Classic ground."—Addison.

"As clear as a whistle."—Byron, 1763.

"A good hater."—Johnsoniana.

"A fellow feeling makes one (not us) wondrous kind."—John Home, 1808.

"My name is Norval."—*Ibid*.

"Ask me no questions, and I'll tell you no fibs"—not LIES.—Goldsmith.

"Not much the worse for wear"—not NONE the worse.—Cowper.

"What will Mrs. Grundy say?"—Thomas Morton.

"No pent up Utica contracts our powers."—Sewell.

"Hath given hostages to fortune."—Bacon.

"His (God's) image cut in ebony."—Thomas Fuller.

"Wise and masterly inactivity."—McIntosh, in 1791, though usually attributed to Randolph.

"First in war, first in peace, and first in the hearts of his fellow citizens"—not COUNTRYMEN.—Resolutions presented to House of Representatives, December, 1799, prepared by Gen. Henry Lee.

"Millions for defence, but not one cent for tribute."—Charles C. Pinckney.

"The Almighty Dollar."—Washington Irving.

"As good as a play."—King Charles, when in Parliament attending the discussion of Lord Ross' Divorce Bill.

"Selling a bargain"—is in Love's Labor Lost.

"Fast and loose."—*Ibid*.

"Pumping a man."—Ottaway's Venice Preserved.

"Go snacks."—Pope's Prologue to Satires.

"In the wrong box."—Fox's Martyrs.

"Smelling of the lamp"—is to be found in Plutarch, and is there attributed to Pythias.

"A little bird told me"—comes from Ecclesiastes, x, 20—"For a bird of the air shall carry the voice, and that which hath wings shall tell the matter."

"He that fights and runs away,  
May live to fight another day."

These lines, usually ascribed to Hudibras, are really much older. They are to be found in a book published in 1656. The same idea is, however, expressed in a couplet published in 1542, while one of the few fragments of Meander, the Greek writer, that have been preserved, embodies the same idea in a single line. The couplet in Hudibras is:

"For those that fly may fight again,  
Which he can never do that's slain."

"Hell is paved with good intentions," though found in Johnson and Herbert, was obviously in their day a proverbial expression. Walter Scott ascribes it to "some stern old divine."

"There's a good time coming"—is an expression used by Sir Walter Scott in Rob Roy, and has doubtless, for a long time, been a familiar saying in Scotland.

##### 7. VALUE OF TEACHERS' ASSOCIATION.

Mr. W. J. Byam, in transmitting for insertion in the *Pictou North American* an account of the Teachers' Association lately held in that town, thus refers to the value of teachers' associations amongst teachers. These associations when there is a harmonious exertion, serve to incite a healthy influence. They are peculiarly adapted to the diffusion of the best plans of instruction. Rightly conducted they can never fail of being useful. They cultivate a fellow-feeling among the Teachers, and it affords them an opportunity to exchange thoughts on most of the difficulties which they meet in the Schools and the best method of surmounting them. As far as possible these meetings should be made strictly practical. In these meetings, it seems to me nothing ostentatious—nothing far fetched is what we want—but rather the modes and experience of practical men. We need to come down to the School-room to every-day business of the Teacher and thus prepare him to do his work more successfully on his return to his duties. Another and no inconsiderable advantage of such Associations is that the Teacher



gains encouragement and strength by being thus brought in contact with others engaged in the same pursuit. Toiling on alone in his isolated district, surrounded by obstacles and discouragements, weighed down by care, and finding none to sympathize with him he is almost ready to faint in his course and perhaps to abandon his calling. But after attending an Association, he feels that a noble brotherhood of kindred spirits are laboring in the same field under trials and discouragements similar to those which have oppressed him. He derives new strength from the sympathy of his friends. A professional feeling is engendered which will accompany him to his School-room; and when he goes home it is with renewed vigor and fresh aspirations to be a better man and a better Teacher.\*

## IX. Educational Intelligence.

### — ANNUAL MEETING OF THE TEACHERS' ASSOCIATION FOR UPPER CANADA.

—The fifth annual Convention of the Teachers' Association of Canada West, will be held in the Temperance Hall, Toronto, on Tuesday, the 1st of August next, and continue in session four days. The attention of teachers, superintendents, &c., is respectfully directed to the circular accompanying this number, containing full particulars of the matters to be brought before the Convention; and trustees are respectfully requested to forward the circular to the teacher of the section as soon as it comes to hand.

### — PUBLIC COMPETITIVE EXAMINATION OF THE SCHOOLS IN EAST OXFORD.

—Some time ago a few of the spirited teachers of the township, suggested to their representative councillors the propriety of having a public competitive examination of all the schools in the township, and at the same time requested an apportionment of money for the purpose of procuring prizes for those who should, on trial, prove to be the most deserving and successful pupils. The councillors, with a readiness which bespeaks their intelligence, promptly granted a sum of twenty-five dollars for that purpose. Books to double that amount were accordingly obtained from the education office in Toronto. Thursday last, the 20th inst., was the day appointed for this intellectual tournament. On entering the Town Hall the appearance of so many bright eyes and smiling faces certainly shewed that something was up with the young folks; and we had not long to wait till they shewed us what entertainment they had in store for visitors. The business commenced by the appointment of Mr. Edward Topping as Chairman, and was kept up until after six o'clock in the evening. Prizes (over 80) were then distributed to the successful candidates, and an hour later the whole business of the day had terminated. The examiners being men of practical experience in teaching, the public may believe when we say that the examinations were close and searching, and bespeaks great intelligence and application on the part of both teachers and pupils. We hesitate not to say that those schools are conducted on the most approved modes of teaching, and that the teachers are men of untiring energy—on no other supposition could the pupils have presented such a creditable appearance as they did; and we would sincerely wish that every school section in Canada were furnished with such excellent teachers as these. Teachers and pupils, we believe, had a like reason to be satisfied with the result of the day's proceedings, and we sincerely trust that the competitive examinations, so auspiciously begun, will be kept up; and that every township in the country will imitate so laudable an example.—*Woodstock Times*.

—SUNDAY SCHOOL TEACHER'S CONVENTION.—On the 20th ult. the Toronto Sunday School Teachers' Convention was held in the Temperance Hall, Temperance street, that commodious edifice having been crowded with an intelligent audience. Mr. S. H. Blake took the chair and commenced the evening's proceedings by giving out a hymn. The Rev. Dr. Caldicott engaged in prayer, at the conclusion of which the chairman delivered a very interesting address upon the management of Sunday schools, in which he gave useful hints as to the training and preparations of teachers, the better to fit them for the important and responsible duty of instructing those who might, in the providence of God, be placed from time to time under their charge. Mr. Blake then spoke at some length and with considerable force upon the subject—"Our aim—the Salvation of the precious Souls of our Scholars." Mr. Clark followed in an appropriate address on the subject—"How can we, as Sabbath School Teachers, better qualify ourselves for the work?" Mr. Kimball examined a class of

\*It will be gratifying to the Teacher to know that a Regulation has recently been adopted by the Council of Public Instruction for Upper Canada authorizing Teachers to devote five days during the year to visiting each others' schools. See *Journal* for last month, pages 60 and 63.

ten scholars, five boys and five girls, selected from five Sunday schools, upon a lesson—the 9th chapter of St. John—in a masterly and satisfactory manner. The questions were freely and correctly answered although Mr. Kimball had not previously instructed the pupils in the lesson, which had merely been given them to study. At the conclusion of this exercise Mr. Lander, Superintendent of the Queen street Wesleyan Methodist School, delivered a very pleasing address upon the subject—"What are the relations of the Sabbath School to the Church?" A hymn was then sung, the Rev. Mr. Marling pronounced the benediction, and the company separated.—*Leader*.

—PARIS SCHOOL PRESENTATION.—The young Ladies of the Classical Department, having heard that Mr. Anderson was about to vacate for a period of three months, the situation he has held during the last five years, as Teacher in the Union School, determined that previous to his departure, they would present him with a token of their high appreciation of his unwearied and faithful exertions on their behalf. Accordingly, they presented him with a handsome Photographic Album and an address. Having received no intimation of the intention of the pupils, Mr. Anderson found some difficulty in making a suitable reply.—*Paris Star*.

—QUEBEC SEMINARY.—A fire broke out at one o'clock on Saturday morning, and in a short time burned down the wing of the Quebec Seminary, a stone building four stories high, over 200 feet long and 40 feet deep, erected about forty years ago in an eastern extension. The fire extended likewise to the main building, destroying nearly 100 feet thereof, and threatening the destruction of not only the Seminary but the Bishop's Palace and the French Cathedral, which are connected with the Seminary by passages. The Laval University was likewise at one time in great danger of being burnt. Fortunately the wind was not high. Everything was burned in the new wing, one priest having to jump from the third story for his life, while many of the students only escaped from their sleeping apartments half dressed. Most of them have lost their clothing and books. The Seminary was consumed by fire in the year 1701 and 1705. It was also damaged to a serious extent in the siege of 1759. Originally it was constructed on three sides of a square it compassed about 300 feet long. To this the wing just burned down was added. The present damage is variously estimated at about \$50,000. The extent of insurance is considerable.

## THE QUEEN'S BIRTH DAY A HOLIDAY.

As will be seen by reference to page 52 of the April number of the *Journal*, the anniversary of the birth day of Her Most Gracious Majesty the Queen is hereafter to be observed as a regular holiday in all the public schools of Upper Canada.

## NEW SCHOOL HISTORY OF CANADA.—GEOGRAPHIES.

JUST PUBLISHED: *An Illustrated School History of Canada, and of the other British North American Provinces.* By J. GEORGE HODGINS, LL.B., F.R.G.S. With sixty engravings on wood. Highly recommended by the press. Price 50 cents. The usual discount to teachers.

The publisher would call attention to the GREATLY REDUCED RATES at which the following works, by the same author, are now offered by the booksellers: *Lovell's General Geography*, with 51 coloured maps, 113 beautiful engravings, and a table of clocks of the world—price reduced from \$1 to 70 cents. This book is especially adapted for introduction into every College, Academy, and School in the British Provinces. Parents should see that it is in their children's hands.

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*In Preparation*, by the same author: *Introductory Sketches and Stories*, for Junior Classes, taken from the History of Canada and of the other Provinces of British North America, for the use of schools. With numerous illustrations.

ADAM MILLER,

Upper Canada School Book Depot, 62 King St. East, Toronto.  
Toronto, April, 1885. [3rd. s. p.]

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All communications to be addressed to J. GEORGE HODGINS LL.B., *Education Office, Toronto*.

## SUPPLEMENT TO THE JOURNAL OF EDUCATION.

### *To the Teachers, Local Superintendents, and Friends of Education of Canada West :*

The Fifth ANNUAL CONVENTION of the "Teachers' Association of Canada West," will take place in the Temperance Hall, Toronto, on TUESDAY, the 1st of August next, at 11 A.M., and continue in Session four days.

The Directors of the Grand Trunk and Northern Railroads, have kindly consented to allow Teachers attending the Convention, to travel from any Station on their respective lines, to Toronto and back, at *half the ordinary fares*. Each Teacher will pay the full fare to Toronto, and will receive a free return ticket from the Treasurer of the Association. The Committee hope to be able to effect the same arrangement with the Great Western Railroad.

Accommodation will be provided for Members of the Association, while in Toronto, at half the usual hotel prices, or about 50 cents per day. Ladies and gentlemen proposing to avail themselves of this arrangement will confer a favour by forwarding their names at least ten days before the meeting, in order that the Managing Committee may know how many to provide for. An officer will be in attendance at the Temperance Hall, early on the first day of meeting, to direct those who wish to avail themselves of this arrangement.

The opening address will be delivered by the President, Dr. Daniel Wilson, on Tuesday, at 2 o'clock. Addresses will be delivered, during the sittings of the Convention, by the Rev. Egerton Ryerson, D.D., Chief Superintendent of Education; the Rev. John McCaul, LL.D., President of University College; the Rev. G. P. Young, M.A., Inspector of Grammar Schools; T. J. Robertson, M.A., Head Master of the Normal School, and other gentlemen connected with the Educational Institutions of the country.

Important topics of discussion will arise in connection with the following Reports :—

1. The Report of the Committee appointed at last meeting to examine the provisions of the School Law, with reference to arbitrations between Trustees and Teachers.

2. The Report of the Committee on the Constitution and By-Laws of the Association.

3. The Report of the Delegate appointed to represent the Association at the National Teachers' Convention of the United States.

The following subjects will also be introduced for discussion :—

1. Ought the apportionment of the Grammar School fund to be dependant on the average attendance of those pupils who are learning Greek and Latin?

2. What means are best calculated to secure a practical union among teachers, by Teachers' Associations or otherwise, with a view to promote their common interest and the progress of education?

3. The expediency of continuing the power of granting certificates of qualification as Teachers by County Boards, or the transference of this power to a Central Board of Examiners, giving Provincial Certificates.

4. What means are best calculated to secure a higher and more uniform standard of qualification among teachers, and to give greater permanency to their appointments, especially in the rural districts?

5. Can a uniform method be introduced for accurately recording the daily work of the school, so as to test its progress at regular intervals, and show clearly the standing of each pupil in attainments and in conduct?

6. What are the defects of our present Provincial School and University Systems in providing for the higher education of girls; and how can they be remedied?

\* \* Other subjects may be proposed for discussion by any member present, and will be introduced if approved of by a majority of the members present.

By the kind permission of the Chief Superintendent of Education, a Social Reunion, or *Conversazione*, will be held in the Normal School Buildings, when the gallery of Paintings and Statuary, the Apparatus and Library, will be thrown open to the members; and other attractions of an interesting and novel character will contribute to the gratification of the Convention.

As the Constitution of the Association will be brought under discussion by the second Report; and important changes may be proposed, with a view to meet the wishes of Township and County Associations, it is exceedingly desirable that these should be fully represented at the Convention.

Ladies engaged in the work of teaching are specially invited to attend and take part in the deliberations of the Association.

T. G. CHESNUT,  
*Secretary.*

Toronto, May, 1865.



# JOURNAL OF



# EDUCATION,

Upper

Canada.

VOL. XVIII.

TORONTO: JUNE, 1865.

No. 6.

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## APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT FOR UPPER CANADA, FOR 1865.

*Circular to the Clerk of each County, City, Town and Village Municipality in Upper Canada.*

SIR,—I have the honour to transmit herewith a certified copy of the apportionment for the current year, of the Legislative School Grant to each City, Town, Village, and Township, in Upper Canada.

The basis of apportionment to the several Counties, Cities, Towns, Villages, and Townships for this year, is the population as reported in the census of 1861, which was also adopted last year, and I have no more generally accurate statistics of a later date.

Where Separate Schools exist, the sum apportioned to the Municipality has been divided among the Common and Roman Catholic Separate Schools therein, according to the average attendance of pupils at both classes of Schools during last year, as reported by the Trustees.

The gross sum apportioned to all the schools this year is the same as that apportioned last year.

The apportionment is made on the supposition that the amount usually placed on the estimates, for the support of Common Schools, will be voted during the ensuing session of Parliament. But according to an intimation made to me by the Finance Department, that part of it which depends upon the annual vote of Parliament, will not be payable until it is voted by the Legislature—Parliament having been prorogued before the details of the estimates were passed. There is, however, I think, no doubt that the whole sum will be voted on the re-assembling of the Legislature.

I shall endeavour to have part of the apportionment paid at this Office, to the Agent of the Treasurer of your Municipality, about the 1st of July, provided that the School Accounts have been duly audited, and that they, together with the Auditors' and Local Superintendents' Reports, have been duly transmitted to this Department.

It is particularly desirable that the amounts should be applied for not later than the third week in July, as it is inconvenient to delay the payment. There are, however, a number of municipalities which have not yet sent in their accounts of school moneys, now several months over due, and in these cases the payment must necessarily be deferred until the law has been complied with.

I trust that the liberality of your Council will be increased in proportion to the growing necessity and importance of providing for the sound and thorough education of all the youth of the land.

I am Sir, your obedient Servant,

E. RYERSON.

Education Office,  
Toronto, 16th June, 1865.

## Apportionment to Counties, for 1865.

### 1. COUNTY OF GLENGARRY.

Townships.	Apportionment.
Charlottenburgh .....	\$701 00
Do. for Separate Schools.....	\$108 00
Kenyon .....	583 00
Lancaster .....	478 00
Do. for Separate Schools.....	66 00
Lochiel .....	511 00
Do. for Separate Schools.....	97 00
<b>Total for County, \$2540.</b>	<b>\$2668 00 \$2673 00</b>

### 2. COUNTY OF STORMONT.

Townships.	Apportionment.
Cornwall .....	\$600 00
Finch .....	387 00
Onabrock .....	676 00
Roxborough.....	380 00
	<b>\$1943 00</b>
3. COUNTY OF DUNDAS.	
Matilda .....	\$582 00
Mountain .....	441 00
Williamstown .....	561 00
Winchester .....	480 00
	<b>\$2064 00</b>

### 4. COUNTY OF PRESCOTT.

Townships.	Apportionment.
Alfred.....	\$163 00
Caledonia .....	129 00
Hawkesbury, East .....	373 00
Do. for Separate Schools.....	\$184 00
Do. West .....	262 00
Longueuil.....	193 00
Plantagenet, North .....	268 00
Do. for Separate School .....	46 00
Do. South .....	148 00
	<b>\$190 00 \$1826 00</b>
<b>Total for County, \$1706.</b>	

## 5. COUNTY OF RUSSELL.

Townships.	Apportionment.
Cambridge	\$80 00
Clarence	207 00
Cumberland	313 00
Russell	217 00
	\$817 00

## 6. COUNTY OF CARLETON.

Fitzroy	\$388 00
Gloucester	548 00
Goulbourn	349 00
Gower, North	890 00
Huntley	818 00
March	174 00
Meriborough	283 00
Do. for Separate School	\$16 00
Nepean	511 00
Do. for Separate School	18 00
Osgoode	519 00
Torbolton	81 00
	\$34 00
	\$3454 00

Total for County, \$3488.

## 7. COUNTY OF GRENVILLE.

Augusta	\$663 00
Edwardsburgh	611 00
Do. for Separate Schools	\$54 00
Gower, South	130 00
Oxford on Rideau	524 00
Do. for Separate Schools	12 00
Wolford	358 00
	\$96 00
	\$2283 00

Total for County, \$2349.

## 8. COUNTY OF LEEDS.

Bastard	\$438 00
Burgess South	41 00
Crosby North	264 00
Do. South	254 00
Elizabethtown	728 00
Elmsley South	168 00
Escott Front	191 00
Kitley	413 00
Leeds and Lansdowne Front	562 00
Do. do. Rear	273 00
Yonge Front	215 00
Yonge and Escott Rear	256 00
Do. for Separate School	\$12 00
	\$12 00
	\$3592 00

Total for County, \$3605.

## 9. COUNTY OF LANARK.

Bathurst	\$392 00
Beckwith	304 00
Burgess North	187 00
Dalhousie	188 00
Do. for Separate School	\$14 00
Darling	108 00
Drummond	814 00
Elmsley North	167 00
Lanark	274 00
Lavant	33 00
Montague	417 00
Pakenham	393 00
Ramsay	491 00
Sherbrooke North	45 00
Do. South	57 00
	\$14 00
	\$3283 00

Total for County, \$3283.

## 10. COUNTY OF RENFREW.

Admaston	\$205 00
Algona	50 00
Alice	71 00
Do. for Separate School	\$15 00
Bagot and Blithfield	128 00
Brougham	69 00
Bromley	153 00
Brudenell, Baglan, and Radcliffe	120 00
Grattan	115 00
Do. for Separate Schools	35 00
Horton	143 00
McNab	231 00
Pembroke	54 00
Do. for Separate School	16 00
Petewawa, Buchanan and McKay	44 00
Rolph and Wylie	30 00
Ross	157 00
Sebastopol and Griffith	70 00
Stafford	66 00
Westmeath	240 00
Wilberforce	154 00
	\$66 00
	\$3102 00

Total for County, \$2168.

## 11. COUNTY OF FRONTENAC.

Barrie and Clarendon	\$65 00
Bedford	180 00
Do. for Separate School	\$48 00
Hinchinbrooke	91 00
Kennebec	81 00
Kington	527 00
Do. for Separate School	\$3 00

## COUNTY OF FRONTENAC—Continued.

Townships.	Apportionment.
Loughborough	\$24 00
Miller and Canonto	8 00
Olden	53 00
Oso	41 00
Palmerston	15 00
Pittsburgh	523 00
Do. for Separate School	4 00
Portland	340 00
Storrington	347 00
Wolfe Island	339 00
Do. for Separate Schools	\$6 00
	\$163 00
	\$2245 00

Total for County, \$2005.

## 12. COUNTY OF ADDINGTON.

Amherst Island	\$153 00
Angelsea	22 00
Camden East	789 00
Do. for Separate School	\$23 00
Denbigh and Abinger	21 00
Ernestown	568 00
Kaladar	129 00
Sheffield	511 00
Do. for Separate School	40 00
	\$62 00
	\$1943 00

Total for County, \$2904.

## 13. COUNTY OF LENNOX.

Adolphustown	\$96 00
Fredericksburgh North	249 00
Do. South	156 00
Richmond	414 00
	\$915 00

## 14. COUNTY OF PRINCE EDWARD.

Ameliasburgh	\$418 00
Athol	218 00
Hallowell	435 00
Hillier	281 00
Marysburgh	462 00
Sophiasburgh	343 00
	\$2156 00

## 15. COUNTY OF HASTINGS.

Elzevir	\$157 00
Hungerford	515 00
Do. for Separate School	\$7 00
Huntingdon	350 00
Madoc	430 00
Marmora and Lake	179 00
Rawdon	430 00
Sidney	600 00
Tudor	101 00
Thurlow	581 00
Tyendinaga	872 00
Hastings Road	81 00
	\$7 00
	\$4305 00

Total for County, \$4512.

## 16. COUNTY OF NORTHUMBERLAND.

Alnwick	\$106 00
Brighton	445 00
Oramabe	460 00
Haldimand	739 00
Hamilton	757 00
Monaghan South	148 00
Murray	433 00
Percy	402 00
Do. for Separate School	\$19 00
Seymour	461 00
	\$19 00
	\$4011 00

Total for County, \$4036.

## 17. COUNTY OF DURHAM.

Cartwright	\$327 00
Cavan	588 00
Clarke	789 00
Darlington	820 00
Hope	705 00
Manvers	504 00
	\$3748 00

## 18. COUNTY OF PETERBOROUGH.

Asphodel	\$349 00
Belmont and Methuen	83 00
Douro	302 00
Dummer	233 00
Hunnsmore	103 00
Galway	51 00
Harvey	45 00
Minden, Stanhope and Dysart	32 00
Monaghan North	153 00
Ottumbee	468 00
Do. for Separate School	\$27 00
Smith	453 00
Snowden	23 00
	\$27 00
	\$2313 00

Total for County, \$2339.

## 19. COUNTY OF VICTORIA.

Townships.	Apportionment.
Anson	\$13 00
Bexley	27 00
Carden	73 00
Dalton	7 00
Digby	10 00
Eldon	300 00
Emily	470 00
Fenelon	254 00
Hindon	1 00
Laxton	48 00
Lutterworth	55 00
Macaulay and Draper	2 00
Mariposa	680 00
Ops	344 00
Somerville	73 00
Verulam	185 00
	\$2527 00

## 20. COUNTY OF ONTARIO.

Brock	\$653 00
Mara	233 00
Pickering	999 00
Rama	44 00
Reach	743 00
Scott	309 00
Sevcon Island	95 00
Thorah	195 00
Uxbridge	471 00
Whitby East	489 00
Do. West	426 00
	\$4423 00

## 21. COUNTY OF YORK.

Etobicoke	\$405 00
Do. for Separate School	\$15 00
Georgina	179 00
Gwillimbury East	463 00
Do. North	231 00
King	895 00
Markham	1033 00
Scarborough	533 00
Vaughan	954 00
Whitchurch	584 00
York	1067 00
Do. for Separate Schools	178 00
	\$188 00
	\$6368 00

Total for County, \$6656.

## 22. COUNTY OF PEELE.

Albion	\$909 00
Caledon	550 00
Chingacousy	827 00
Gore of Toronto	183 00
Do. for Separate School	\$24 00
Toronto	789 00
	\$34 00
	\$2958 00

Total for County, \$2962.

## 23. COUNTY OF SIMCOE.

Adjala	\$329 00
Besa	343 00
Flos	114 00
Gwillimbury West	430 00
Innisfil	540 00
Do. for Separate School	\$8 00
Medonte	190 00
Mono	434 00
Morrison and Muskoka	35 00
Mulmur	217 00
Nottawasaga	466 00
Orillia and Matchedash	149 00
Do. for Separate School	18 00
Oro	364 00
Sunnisdale	113 00
Tay and Tiny	227 00
Tecumseth	545 00
Toscorontio	128 00
Vespra	119 00
Do. for Separate School	13 00
	\$68 00
	\$4739 00

Total for County, \$4797.

## 24. COUNTY OF HALTON.

Esquering, including Georgetown	\$868 00
Nassagawysa	536 00
Nelson	547 00
Trafalgar	701 00
	\$2452 00

## 25. COUNTY OF WENTWORTH.

Ancaster	\$605 00
Barton	337 00
Beverley	700 00
Binbrooke	252 00
Flamborough East	430 00
Do. for Separate School	\$41 00
Flamborough West	436 00
Do. for Separate School	21 00
Glanford	263 00
Saithfleet	328 00
	\$63 00
	\$3411 00

Total for County, \$3473.



## 26. COUNTY OF BRANT.

Townships.	Apportionment.
Brantford	\$623 00
Barford	671 00
Dumfries South	468 00
Oakland	130 00
Onondaga	246 00
Tuscarora	132 00
Total for County, \$3140.	\$3270 00

## 27. COUNTY OF LINCOLN.

Caistor	\$240 00
Clinton	360 00
Gainsborough	355 00
Grantham	287 00
Do. for Separate School	\$44 00
Grimsby	308 00
Louth	248 00
Niagara	298 00

Total for County, \$2140. \$44 00 \$2096 00

## 28. COUNTY OF WELLAND.

Bertie	\$320 00
Crowland	174 00
Humberstone	304 00
Do. for Separate School	\$50 00
Pelham	317 00
Stamford	318 00
Do. for Separate School	\$6 00
Thorold	340 00
Wainfleet	277 00
Willoughby	184 00

Total for County, \$2340. \$106 00 \$2234 00

## 29. COUNTY OF HALDIMAND.

Canborough	\$150 00
Cayuga North	258 00
do South	112 00
Dunn	114 00
Moulton and Sberbrooke	214 00
Onida	341 00
Do. for Separate School	\$81 00
Rainham	253 00
Seneca	406 00
Walpole	581 00

Total for County, \$2452. \$24 00 \$2428 00

## 30. COUNTY OF NORFOLK.

Charlottetown	\$417 00
Houghton	230 00
Middleton	248 00
Townsend	689 00
Walsingham	582 00
Windham	487 00
Do. for Separate School	\$34 00
Woodhouse	444 00

Total for County, \$2996. \$34 00 \$2962 00

## 31. COUNTY OF OXFORD.

Blandford	\$220 00
Blenheim	836 00
Dereham	637 00
Niagara East	418 00
Norwich North	412 00
Do. South	381 00
Oxford North	212 00
Do. East	357 00
Do. West	326 00
Zorra East	560 00
Do. West	442 00

Total for County, \$4760 00

## 32. COUNTY OF WATERLOO.

Dumfries North	\$409 00
Waterloo North	478 00
Do. South	479 00
Welland	611 00
Do. for Separate Schools	\$95 00
Wilmot	673 00
Do. for Separate Schools	68 00
Woodwich	630 00

Total for County, \$3530. \$163 00 \$3367 00

## 33. COUNTY OF WELLINGTON.

Amaranth	\$148 00
Arthur	297 00
Do. for Separate Schools	\$134 00
Eramosa	432 00
Erin	585 00
Carleton Place	457 00
Guelp	370 00
Luther	52 00
Maryborough	376 00
Minto	243 00
Do. for Separate School	\$2 00
Nichol	253 00
Do. for Separate School	\$4 00
Peel	526 00
Do. for Separate Schools	74 00
Pikington	248 00
Do. for Separate School	\$9 00
Punlich	564 00

Total for County, \$4992. \$312 00 \$4680 00

## 34. COUNTY OF GREY.

Townships.	Apportionment.
Artemesia	\$309 00
Bentick	399 00
Collingwood	179 00
Derby	149 00
Esromont, including Mount Forest	382 00
Euphrasia	176 00
Glenelg	331 00
Do. for Separate Schools	\$46 00
Holland	200 00
Do. for Separate School	18 00
Keppel, Sarawak and Brooke	71 00
Melancthon	146 00
Do. for Separate School	17 00
Normanby	424 00
Do. for Separate Schools	51 00
Osprey	364 00
Proton	120 00
Do. for Separate School	28 00
St. Vincent	339 00
Sullivan	186 00
Do. for Separate School	22 00
Sydenham	336 00
Do. for Separate School	26 00

Total for County, \$4259. \$208 00 \$4051 00

## 35. COUNTY OF PERTH.

Blanchard	\$452 00
Downie	433 00
Rathope North	375 00
Do. South	278 00
Ellice	273 00
Do. for Separate School	\$40 00
Elma	287 00
Fullarton	346 00
Hibbert	341 00
Logan	271 00
Mornington	364 00
Wallace	228 00

Total for County, \$3746. \$40 00 \$3706 00

## 36. COUNTY OF HURON.

Ashfield	\$314 00
Colborne	224 00
Goderich	429 00
Grey	266 00
Hay	308 00
Howick	270 00
Hullett	293 00
Do. for Separate School	\$34 00
McKillop	255 00
Do. for Separate School	\$6 00
Morris	279 00
Stanley and Bayfield	410 00
Stephen	314 00
Do. for Separate School	\$5 00
Tuckersmith	387 00
Turnberry	151 00
Wawanosh	378 00
Uxbridge	386 00

Total for County, \$4643. \$92 00 \$4551 00

## 37. COUNTY OF BRUCE.

Albemarle	\$6 00
Amabel	21 00
Arran	306 00
Brant	375 00
Bruce	270 00
Carleton	379 00
Culross	243 00
Do. for Separate School	\$23 00
Hildersale	212 00
Greenock	194 00
Do. for Separate School	\$7 00
Huron	231 00
Kincardine	348 00
Kinloss	231 00
Saugeen	132 00

Total for County, \$3103. \$30 00 \$3073 00

## 38. COUNTY OF MIDDLESEX.

Adelaide	\$301 00
Biddulph	346 00
Do. for Separate Schools	\$68 00
Carradoc	423 00
Delaware	212 00
Dorchester, North	423 00
Ekfrid	508 00
Lobo	426 00
London	1159 00
McGillivray	423 00
Do. for Separate School	18 00
Metcalfe	269 00
Moss	353 00
Nissouri, West	377 00
Westminster	742 00
Do. for Separate School	11 00
Williams, East	297 00
Do. West	323 00
Do. for Separate School	\$8 00

Total for County, \$6498. \$129 00 \$6369 00

## 39. COUNTY OF ELGIN.

Townships.	Apportionment.
Aldborough	\$379 00
Bayham	616 00
Dorchester, South	284 00
Dunwich	246 00
Malahide	638 00
Southwold	656 00
Yarmouth	739 00
Total for County, \$3538 00	

## 40. COUNTY OF KENT.

Camden and Gore	\$329 00
Chatham and Gore	430 00
Dover, East and West	318 00
Harwich	543 00
Do. for Separate School	\$3 00
Howard	468 00
Do. for Separate School	9 00
Orford	308 00
Raleigh	363 00
Do. for Separate Schools	\$8 00
Romney	58 00
Tilbury, East	152 00
Zone	139 00

Total for County, \$3203. \$100 00 \$3103 00

## 41. COUNTY OF LAMBERTON.

Bosanquet	\$371 00
Brooke	192 00
Dawn	87 00
Enniskillen, including Oil Springs	128 00
Euphemie	253 00
Moore	327 00
Do. for Separate School	\$17 00
Plympton	394 00
Sarnia	187 00
Sombra	188 00
Do. for Separate School	\$9 00
Warwick	406 00

Total for County, \$3279 00. \$46 00 \$3233 00

## 42. COUNTY OF ESSEX.

Anderdon	\$173 00
Do. for Separate School	\$7 00
Colchester	316 00
Gosfield	223 00
Malden	184 00
Do. for Separate School	\$4 00
Malden	187 00
Mercia	267 00
Rochester	161 00
Sandwich East	375 00
Sandwich West	317 00
Tilbury, West	143 00

Total for County, \$3315. \$21 00 \$3294 00

## Apportionment to Cities, Towns, and Villages, for 1865.

Cities—	Common Schools.	E. C. Sep. Schools.	Total.
Toronto	\$3453 00	\$1924 00	\$5377 00
Hamilton	1906 00	383 00	2289 00
Kingston	1180 00	469 00	1649 00
London	1217 00	168 00	1385 00
Ottawa	836 00	923 00	1759 00
	\$8596 00	\$3868 00	\$12464 00

Towns—	Common Schools.	E. C. Sep. Schools.	Total.
Amherstburgh	\$175 00	\$101 00	\$276 00
Barrie	175 00	80 00	255 00
Belleville	675 00	178 00	853 00
Berlin	224 00	.....	224 00
Bowmanville	236 00	.....	236 00
Brantford	640 00	99 00	739 00
Brookville	323 00	130 00	453 00
Chatham	473 00	61 00	534 00
Clifton	96 00	69 00	165 00
Cobourg	470 00	127 00	597 00
Collingwood	106 00	.....	106 00
Cornwall	339 00	.....	339 00
Dundas	234 00	118 00	352 00
Galt	363 00	.....	363 00
Goderich	287 00	.....	287 00
Guelp	446 00	168 00	614 00
*Ingersoll	No report	.....	304 00
Lindsay	123 00	99 00	222 00
Milton	166 00	.....	166 00
Napanee	178 00	34 00	212 00
Niagara	175 00	73 00	248 00
Niagara	157 00	47 00	204 00
Oakville	245 00	.....	245 00
Owen Sound	233 00	51 00	284 00
Paris	235 00	60 00	295 00
Peterborough	326 00	141 00	467 00
Pictou	170 00	78 00	248 00
Port Hope	459 00	.....	459 00
Prescott	155 00	145 00	300 00
Sandwich	118 00	.....	118 00
Sarnia	250 00	.....	250 00
St. Catharines	470 00	254 00	724 00

\* The amount for Ingersoll cannot be fixed, the necessary information not being furnished.

## TOWNS—Continued.

	Common Schools.	Separate Schools.	Total.
St. Mary's.....	533 00	.....	533 00
St. Thomas.....	195 00	.....	195 00
Simcoe.....	222 00	.....	222 00
Stratford.....	273 00	63 00	337 00
Whitby.....	287 00	38 00	325 00
Windsor.....	300 00	.....	300 00
Dundstock.....	400 00	.....	400 00
	*00000 00	0000 00	\$15388 00

## Incorporated Villages—

Arnprior.....	\$100 00	.....	\$100 00
Ashburnham.....	119 00	.....	119 00
Aurora.....	144 00	.....	144 00
Bath.....	90 00	.....	90 00
Bradford.....	115 00	.....	115 00
Brampton.....	193 00	.....	193 00
Brighton.....	141 00	.....	141 00
Caledonia.....	138 00	.....	138 00
Cayuga.....	90 00	.....	90 00
Chippewa.....	131 00	.....	131 00
Clinton.....	120 00	.....	120 00
Colborne.....	96 00	.....	96 00
Dunnville.....	158 00	.....	158 00
Elora.....	125 00	.....	125 00
Embro.....	66 00	.....	66 00
Fergus.....	113 00	21 00	134 00
Port Erie.....	63 00	21 00	84 00
Gananoque.....	181 00	.....	181 00
Hawkesbury.....	151 00	.....	151 00
Hespeler.....	72 00	.....	72 00
Holland Landing.....	88 00	.....	88 00
Iroquois.....	74 00	.....	74 00
Kemptville.....	138 00	.....	138 00
Kincardine.....	117 00	.....	117 00
Lanark.....	72 00	.....	72 00
Merrickville.....	74 00	34 00	108 00
Mitchell.....	145 00	.....	145 00
Morrisburg.....	102 00	.....	102 00
Newburgh.....	140 00	.....	140 00
Newcastle.....	123 00	.....	123 00
New Hambur.....	104 00	.....	104 00

## VILLAGES—Continued.

	Common School.	Separate School.	Total.
Newmarket.....	124 00	44 00	168 00
Orangeville.....	96 00	.....	96 00
Oakawa.....	183 00	58 00	241 00
Pembroke.....	56 00	18 00	76 00
Portsmouth.....	73 00	34 00	107 00
Port Dalhousie.....	189 00	.....	189 00
Preston.....	158 00	26 00	184 00
Renfrew.....	84 00	.....	84 00
Richmond.....	61 00	.....	61 00
Smith's Falls.....	136 00	.....	136 00
Southampton.....	73 00	.....	73 00
Stirling.....	90 00	.....	90 00
Strathroy.....	90 00	.....	90 00
Streeterville.....	88 00	.....	88 00
Thorold.....	120 00	73 00	193 00
Trenton.....	110 00	37 00	147 00
Vienna.....	108 00	.....	108 00
Waterloo.....	152 00	.....	152 00
Wellington.....	82 00	15 00	97 00
Welland.....	87 00	.....	87 00
Yorkville.....	188 00	.....	188 00
	\$8889 00	\$401 00	\$9290 00

## Summary of Apportionment to Counties for 1865.

	Common Schools.	Separate Schools.	Total.
1. Glengarry.....	2272 00	268 00	2540 00
2. Stormont.....	1943 00	.....	1943 00
3. Dundas.....	2074 00	.....	2074 00
4. Prescott.....	1586 00	180 00	1766 00
5. Russell.....	817 00	.....	817 00
6. Carleton.....	2454 00	34 00	2488 00
7. Greyville.....	2383 00	66 00	2449 00
8. Leeds.....	3502 00	13 00	3505 00
9. Lanark.....	2389 00	14 00	2383 00
10. Renfrew.....	2116 00	52 00	2168 00
11. Frontenac.....	2843 00	163 00	3006 00
12. Addington.....	1943 00	68 00	2004 00
13. Lennox.....	915 00	.....	915 00
14. Prince Edward.....	2186 00	.....	2186 00

## SUMMARY—Continued.

	Common Schools.	Separate Schools.	Total.
15. Hastings.....	4906 00	7 00	4312 00
16. Northumberland.....	4011 00	19 00	4030 00
17. Durham.....	3748 00	.....	3748 00
18. Peterborough.....	2512 00	37 00	2339 00
19. Victoria.....	2527 00	.....	2527 00
20. Ontario.....	4423 00	.....	4423 00
21. York.....	6368 00	188 00	6556 00
22. Peel.....	2368 00	24 00	2382 00
23. Simcoe.....	4759 00	38 00	4797 00
24. Halton.....	2452 00	.....	2452 00
25. Wentworth.....	3411 00	68 00	3479 00
26. Brant.....	2470 00	.....	2470 00
27. Lincoln.....	2096 00	44 00	2140 00
28. Welland.....	2254 00	101 00	2355 00
29. Haldimand.....	2428 00	24 00	2452 00
30. Norfolk.....	3172 00	34 00	3206 00
31. Oxford.....	4700 00	.....	4700 00
32. Waterloo.....	3367 00	163 00	3530 00
33. Wellington.....	4619 00	313 00	4932 00
34. Grey.....	4051 00	208 00	4259 00
35. Perth.....	3708 00	40 00	3748 00
36. Huron.....	4751 00	92 00	4843 00
37. Bruce.....	3043 00	50 00	3103 00
38. Middlesex.....	6339 00	129 00	6468 00
39. Elgin.....	3538 00	.....	3538 00
40. Kent.....	3103 00	100 00	3203 00
41. Lambton.....	2543 00	46 00	2579 00
42. Essex.....	2294 00	21 00	2315 00
District of Algoma.....	218 00	.....	218 00
	131223 00	2586 00	133809 00

## GRAND TOTALS.

	Common Schools.	Separate Schools.	Total.
Counties & Districts.....	131297 00	2512 00	133809 00
Cities.....	8586 00	3864 00	12450 00
Towns.....	0000 00	0000 00	13386 00
Villages.....	8889 00	401 00	6390 00
	*\$000000 00	0000 00	165927 00

## II. Papers on Education in various Countries.

## 1. GROWTH AND PROGRESS OF EDUCATION IN AUSTRALIA.

From the current number of the *Edinburgh Review* we make a few extracts from an interesting article on the Australian Colonies. These extracts contain a sketch of the difficulties which have been encountered in establishing a system of popular education in these colonies, and an account of the present state and progress of the work there.

The Colonies possessed, at an early period of their existence, a system of primary education, known as the Denominational System. Under this system, the State entrusted to the heads of the various religious denominations an annual sum for the support and management of primary schools. The sum was allocated on the basis of population, and the Board maintained a system of inspection; but, in all other respects, the details were left to the management of the clergy. The school-house was built on Church ground, and the schoolmaster was appointed and dismissed by the clergyman. Such a system was not altogether without its advantages. In addition to the visits of the Board inspectors, few and far between, the country schools were under the daily supervision of the resident clergyman—school districts were organized by him in new and thinly-populated localities—and, in a country where lay patrons were difficult to be obtained, and took no active part when obtained, the clerical patron was not unacquainted with school routine, and, in most cases—and to a much greater extent than in the Home country—had himself exercised the office of schoolmaster at some period of his life. In actual practice, however, these advantages were found to be very much overbalanced. Chiefly, the expenses became so multiplied as to threaten, notwithstanding the utmost liberality of the State, to bring the whole machinery of primary education to a stand-still. The various religious bodies, and more especially the dissenting bodies, have evinced very considerable activity throughout the Australian Colonies. Whatever direction settlement has taken, it has been quickly followed by the appointment of clergymen of the various denominations, and the celebration of the public offices of religion; and, as each clergyman possessed the right of nominating teachers and of calling on the Education Board for the necessary funds, he lost no time in doing so. Indeed, in most cases, the school-buildings were used for the purpose of divine service, and the exercise of patronage was an additional inducement for activity. In this manner the mere rude outline of a town was found to possess its four, five, and even six

small primary schools within a stone's throw of each other. It is not to be wondered at if, under such a system, the schools were inefficient, the masters ill-paid, and the whole scholastic machinery—which might have been used so advantageously in large buildings and under a proper staff of teachers—uselessly frittered away in so many minute subdivisions.

Such was the condition of primary education when the system of self-government whose course we have been tracing came into being, and the new Legislature applied itself with assiduity to remedy its defects. Their efforts, however, raised a most determined and, for several years, invincible opposition from the clergy. Even more strenuously than at home, a purely denominational system was put forward by them as alone compatible with the necessary religious culture of youth—though, at home, the existence of a State religion is a very considerable check on the excessive multiplication of sectarian schools. And all overtures for a combined system, or for a secular system in which the clergy would co-operate by undertaking the religious instruction of the members of their respective flocks, were met by their firm resistance. Several education bills were introduced into the Lower House, and were there abandoned, or thrown out in the Upper House. The lay population showed their indifference to a purely denominational system by sending their children, irrespective of sectarian considerations, to whatever local school gave the best secular instruction; but it was judged inexpedient to force any new system on the country in the face of so uncompromising an opposition from the religious instructors of the people. Balked in its efforts to obtain the co-operation of the clergy, the Legislature entered upon a new course. The Irish National system of education was the one which had chiefly recommended itself to all, save the clerical body, as most suited to take the place of the denominational system at work throughout the country; and it, or some very near modification of it, was sought to be introduced in the various bills we have just referred to. Unable to carry out these views, the House now left the denominational system to its supporters—making, however, no diminution in the annual vote to it—and passed an Act establishing a Board, in all respects similar to the National Board of Ireland, with an adequate endowment. In this manner it was hoped that the schools of the new Board would in time supplant those of the old. No such result, however, took place. The small inefficient schools of each village merely found another added to their number, while the various local rivalries and jealousies were far from being diminished by the change. The two Boards went into opposition from the commencement. They established separate training-schools—their two staffs of inspectors travelled the same roads; indeed, in many instances, the National inspector came and overthrown the

\* The amount for Ingersoll cannot be fixed, the necessary information not being furnished.

work of the Denominational inspector; the Denominational inspector returning and overturned the work of his opponent.

One advantage, indeed, resulted from the keen rivalry which the denominational system maintained with itself, and with the new system. A very large proportion of the school population was found in actual attendance. But little more could be urged in favour of the experiment. Notwithstanding, however, their failure to establish a more combined system, the Legislature—with the full approval of the country—exhibited an exceeding liberality in the cause of primary education. Before the colony of Victoria had reached the tenth year of its independent existence, the annual Parliamentary grant for primary education had risen to the sum of £120,000—a sum which, taking population for population, is equivalent to the enormous annual grant of five millions from the House of Commons for the primary schools of England alone, or close on eight millions for those of the United Kingdom. In the older colony of New South Wales, in which a precisely similar course—curious as that course is—had been followed, the annual Education vote rose to a correspondingly large amount. Yet, notwithstanding this very great liberality on the part of the Legislature, a system so inherently extravagant was unable to bring its expenses within its income, and there were few years in which both Boards did not come before the House in a supplementary estimate. In 1861, we find the colony of Victoria voting £125,000 for the annual expenses of primary education, but before the year had elapsed the Denominational Board had entered into arrangements to the extent of £105,000, and the National Board to that of £50,343. It became apparent to all that, in the gradual extension of inland settlement, primary education must either lag behind or exhaust the entire colonial revenue. Accordingly, in 1862, the House entered on a more determined step. By the Education Act of that year, the two rival Boards were abolished, and one uniform system established throughout the colony. The Act is little more than a reconstruction of the late National system from the combined elements of itself and its rival, and, indeed, the National system of Ireland has been in all respects closely followed. Not less than four hours each week-day are to be exclusively devoted to secular instruction; the position and emoluments of masters have been improved, and they are brought under a more complete classification according to merit. According to this classification, they receive from the Board salaries varying from £100 to £300 per annum, and fees from pupils—which range from 1s. to 2s. per week—add about an equal amount to their incomes: any approach to the free system of the United States or the Canadas being entirely discountenanced,—much, we believe, to the advantage of public education. No diminution has been made in the annual vote of the Legislature; and, on the whole, we are inclined to think that the primary school and its teacher of these Colonies will now take a far more deserving position, and one which the supporters of state education in the Home country have long despaired of. If this is a result which it has taken the Colonies some time to arrive at, the delay is to be attributed to the difficulties which the clergy threw in the way, and by no means to the Legislature or the country, which have shown an early anxiety on the subject, and continued to afford most liberal aid in the midst of much temporary disappointment.

In the progress of an upper or high-school system, the Colonies have experienced no such delays and disappointments, though unable to free themselves entirely from the denominational element. At an early period of representative government, the House voted a sum of money for the building and endowment of grammar schools. The fund was transferred to the heads of the various religious denominations—in the proportion of the census population—who appointed trustees for its management. By these, very efficient and handsome buildings have been erected in suitable localities; properly-qualified masters have been selected, and necessary rules drawn up. With these, however, their denominational character in a great measure terminates. The schools are, indeed, known by the names of the religious bodies to which they belong, but they receive pupils irrespective of sect, and the instruction is of a very superior order. School charges are about the same as those of the great public schools of England, and they have endeavoured to copy all that is most commendable in those time-honoured institutions. Already they furnish their annual supplies to the new universities.

In their universities, however, the Colonies have been able entirely to shake off the denominational element. The universities of Melbourne and Sydney are empowered to grant degrees in arts, law, and medicine; and by recent letters patent their degrees take rank with those of the Home universities. These institutions have taken care that so distinguished an honour should not be abused; and, indeed, some of their alumni have taken very high positions in the more important Home competitive examinations. Schools of law, medicine, and engineering have been attached, and are now

largely attended. Indeed, the whole machinery for supplying the learned professions with new colonial material is now in full working and very efficient order; and the field of remuneration is a large and rapidly increasing one. As some compensation for excluding the denominational element from the universities, the religious bodies have been allowed to affiliate colleges of their own, and from these the ranks of the colonial clergy are beginning to be recruited.

Our limits will not permit us to enter into any detailed notice of the public libraries, museums, and other institutions of a kindred nature, which the various Legislatures have endowed in a very liberal manner—annexing rules which afford peculiar facilities for their use and enjoyment by all classes of their fellow-colonists. One feature, however, of the Public Library of Melbourne we cannot wholly pass over. At ten o'clock in the morning the doors are thrown open, and are not closed until ten o'clock at night. No preliminary regulation of any kind is imposed on readers, who have direct access to the shelves, without the medium of the librarian or his assistants, unless they choose to call on them. Such a rule is, we fear, wholly inapplicable in any portion of the United Kingdom, and we mention it merely to indicate the experiments in 'popular' legislation which the Colonies have entered upon. Extreme decorum reigns throughout this entire building, and no abuse has yet discovered itself of the trust reposed in all classes of the colonists. The number of volumes is already large, and exceedingly well chosen; and a liberal Parliamentary grant enables the trustees to make monthly additions of the current literature of Europe and America.—*Edinburgh Review for April.*

## 2. SCHOOLS IN NOVA SCOTIA, 1864.

We have received the Report of the Chief Superintendent of Schools for the year 1864. It forms a pamphlet of 80 pages; and contains the report proper of the Superintendent, Reports from the four District Inspectors, report from the Teacher of the Training and Model School, and a number of tabular statements. We have not had time to give this Report the careful examination which its subject merits. But we observe that it shows that if the progress of school education in New Brunswick is slow, there is a gradual and continuous improvement. There is an increase in the number of trained teachers, although not so great as could be desired. There has been, Mr. Bennet contends, in the past few years a decided improvement in the qualification of those engaged as teachers. The local contribution, in the shape of subscriptions, tuition fees, assessments, amount to \$105,684.29, an increase over last year of \$5,566.39. This is an encouraging fact, although the amount raised should be very much greater. Still more encouraging is the increased attendance of pupils; the number enrolled being for the first term 26,621; second 30,133; average 28,377, being an average increase of over 1800. Mr. Bennet calculates that if to the attendance at the Parish Schools there be added the attendance at Grammar and Denominational Schools "we should probably find the children who have been under public instruction for longer or shorter periods in 1864, approaching very nearly, if not altogether, to a seventh part of the entire population." In respect to School House, a matter of the first importance, there has been a continuous improvement. In the five years ending with 1863, (says Mr. Bennet), there were built 284 new school houses; in 1864 there were erected 54 additional.

In respect to Superior Schools there has been a small improvement, although the number has increased but one or two. The number of pupils on their registers is 1,138.

In 1864 there were established 19 new School Libraries. The local contributions to these was \$433.74, the Provincial \$226.61; total \$660.35. Number of volumes 1,120. We are glad to observe that seven of these Libraries are in the County of Carleton; one in Brighton, two in Northampton, one in Richmond, one in Simonds, one in Wakefield, and one in Woodstock.—*Woodstock, (N. B.) Acadian.*

## EDUCATION IN NOVA SCOTIA.

As an encouraging evidence of progress, and also of the fact that our best men on both sides can unite in the promotion of the common good, we instance the School Act passed last session. This measure has created a great degree of excitement in some portions of the Province. It has its imperfections, for it was a work of great delicacy and difficulty to frame a school law adapted to the present state of the Province, and so to introduce the free school system and confront the great amount of prejudice against direct taxation, as to produce as little irritation as possible. But whatever may be the defects of that law, it was an important advance upon all our previous legislation on that subject, and served a good purpose by preparing the way for the still further progress proposed by the School Bill now submitted to the Legislature.

From facts given in the Report of the General Superintendent of Education, and also those presented by the Hon. Provincial Secretary in his place in the House upon the introduction of the new Bill, it cannot be doubted that, speaking in the general, our educational status is low, justifying the introduction of the assessment principle and the establishment of free school education, notwithstanding the opposition in some counties. Numerous petitions have been presented to the Legislature against the plan of assessment, and asking for a repeal of the law; but for the most part these petitions have not been numerously signed. Out of the 50,000 electors in the Province, the whole number of petitioners against the law, as stated by Hon. Prov. Secy., is but 2163. One of the difficulties to be surmounted is the want of suitable school-houses, many of them being in a dilapidated condition, while in over 200 School sections no school-house whatever exists. From sixteen counties including over 1000 sections, reports have been received, and of these 654 sections have organized under the law, while in 29 sections graded schools containing different departments have been established; and although the 654 schools in operation are but about one half of the schools of the Province, yet in these there are now more children in attendance than were included in all the schools under the old law, an exceedingly gratifying fact, showing that notwithstanding the unpopularity of the law, where it has been accepted it is working well. It is now proposed, instead of County inspectors, to have seven inspectors for the Province—instead of voluntary sectional assessment, to have county assessment, each County to be required to include in its assessment an amount equal to two thirds of the Provincial grant for educational purposes—any further that may be required for the support of a better class of schools to be determined by each section, and raised either by subscription or by assessment. Those are among other important improvements provided for by the present Bill. It is to be observed that the Government propose a very liberal grant for education. The amount of the grant under the old law was \$50,000. It is now intended to appropriate for this service \$100,000, a very handsome Provincial grant, leaving but about \$87,000 to be raised by county assessment for education in the whole Province. We are greatly gratified by the interest exhibited by the Government in this question, and that the state of the revenue will admit of so large an increase in the grant for common schools. We earnestly hope that the denominational Colleges will be dealt with on a proportionate scale of liberality, so that while our common schools are well sustained, the higher Education of the Country may also be placed in the highest state of efficiency. Our colleges are doing a good work for the Province, and the aid afforded to them is well appropriated. We hope they will receive the most liberal consideration which the present state of our Provincial revenue will warrant.

It would seem to be a mere waste of words to enlarge upon the advantages of Education to our country. All that could be said on this subject would be readily admitted by all, though imperfectly estimated by many. The necessity, however, of the change of system, and the benefits to result therefrom, cannot be rightly valued by those who themselves are uneducated. Some of the petitions against the School bill presented at the present Session of the House, are in themselves an appeal for Education louder than the protest against it which they offer. We learn from some members of the Legislature the very significant fact, that on many of the petitions against Confederation, and from men claiming the right to be heard on this great subject equally with those who by their intelligence are fitted to form an enlightened judgment, there are instances by scores in which the names are in one hand-writing, each name distinguished by the cross with "his mark" attached. Surely it is high time for the school-master to be abroad. If this fact does not afford a very marked evidence of progress, it at least shows that the advance proposed by the School bill is imperatively demanded, and is not coming any too soon.—*Provincial Wesleyan*.

### 3. FEMALE EDUCATION IN ENGLAND.

It will be remembered, that last year an experiment was made in London, in connection with the Cambridge University examinations, by which girls were for the first time, though in a private way, allowed to present themselves as candidates. Eighty-three girls, chiefly the daughters of professional men, underwent examination; the names being sent in at a fortnight's notice, and but six weeks remaining for preparation. So satisfactory were the results, that the committee of educationalists which obtained this concession, have memorialized the University to make it a permanent arrangement.

As an example of what may be done to meet the wants of women of another class, the septenary *soirée* of the Female Educational Institute at Bradford, is worthy of especial mention. The object

of this institution is to put within the reach of young women of the working classes educational opportunities similar to those provided for boys of the same rank by mechanics' institutes, and other similar associations. It has developed from a small beginning into an undertaking of which the town may be justly proud. Originated by the zeal of Mr. S. C. Kell, whose sympathy was excited for the neglected mill girls, it was, during the first twelve months of its operations, sustained chiefly by voluntary agents; but subsequently it was found expedient to secure the aid of paid and trained teachers. During the past year, in connection with the establishment of a branch institution, it has nearly doubled its members. More than 700 are now enrolled on its books, of whom more than half are above the age of sixteen. They are taught not only the ordinary rudiments, but needlework, dress-making, and the arts of household economy. There is another similar institution, also established by Mr. Kell, in operation at Huddersfield; and not one of our populous cities should be without such an agency.—*English Sunday School Teachers' Magazine*.

### 4. EDUCATION IN GREECE.

The Athens correspondent of the *Levant Herald* writes:—"The educational returns for the last year give the number of professors and teachers in the public and private schools at about 500, with 64,061 pupils, 6250 of whom are females. There are 42 superintendents, male and female, of schools on the mutual instruction system, with 2880 pupils, and 360 infant schools, with 10,000 pupils. We have eight gymnasia, with 50 masters and 1124 scholars; four medical schools, one theological, one military, one agricultural, and one school of arts. The pupils and masters of these last are not included in the numbers given above. The state expense amounts to 158,789 dr. About half the pupils belong to the kingdom. So you see that, for a population of 1,067,116 according to the last census, we are not behind-hand in educational matters."

### 5. ELEMENTARY EDUCATION IN NAPLES.

The *Popolo di Italia* says:—"The more enlightened friends of humanity place before all other questions that of the moral and civil education of the people. No social regeneration can be hoped for until the citizens are imbued with the right principles, and to effect this elementary schools supply the most efficient means. In Naples, we have one worthy of all praise, as much for the generosity of those who founded it, as for the rapid progress of the pupils. We have referred upon a previous occasion to this school, established at 13, Strada Fontana Medina, for poor girls, who are admitted gratuitously, and whose numbers constantly increase. The week preceding Christmas, an examination of the children took place, and it was manifest how much they had profited by the instruction given them since the last examination in the spring. They have improved in the study of the Italian language, in writing, arithmetic, geography, and grammar, and they replied with quickness and intelligence to the questions put to them on these subjects. Several of the children repeated Italian verses with much natural grace. The well known author of a work on education, recently published in Paris, observes, with justice, that the system of primary instruction for girls has yet to be, not improved, but created. If the remark be true in reference to the richer classes, how much more strongly does it apply to the state of the children of the poor in Naples. The principle object of the school at present is to impress upon the pupils habits of industry and morality; to lead them to attend to the development of their minds according to their capacities and endeavouring; and to inspire amongst them respect for their social duties and the love of country. The point most praiseworthy in this school is, that as the teachers impart moral instruction in the sense universally accepted by every church, the intervention of priests is avoided; while, at the same time, Roman Catholic parents are not deterred from sending their children to school from fear of any Protestant propaganda. There is an evening school for boys in connection with the school at Fontana Minea."

### 6. ITALIAN HONOUR TO LITERATURE.

The King of Italy has issued a decree enacting that all the colleges of the kingdom shall bear the name of some celebrated philosopher or writer of the locality in which they are situated, and that, on the 17th March of every year, they shall celebrate a festival in honour of some illustrious man to be annually fixed upon by the Provincial Council. The day itself is to be marked in the Almanacs under the name of "Festival in commemoration of the illustrious writers and thinkers of Italy."

### 7. SCHOOLS IN PARIS.

Of the 100 schools for boys in operation in Paris, 46 are kept by

members of the religious fraternities; and of the 111 for girls, as many as 56 by the sisters of Catholic communities. By the latest report, 44 new educational establishments have been authorized within the present year. The Independents of Paris have now 11 schools; their experience proving that unless the children of converts can be educated, they are soon lost to the church.—*Sunday School Teachers' Magazine*.

### 8. NAPOLEON III. ON POPULAR EDUCATION.

On the occasion of the opening of the French Legislative Assembly, the Emperor Napoleon, in his speech referred to the importance of popular education. "In a land of universal suffrage," he said, "every citizen ought to know how to read and write," and he intimated that a project of law would be submitted, "still more to promote primary instruction." It is understood that the question of extending the advantages of a gratuitous education, has been under the consideration of the Council of State. A report of the Minister of Public Instruction has since been published, recommending indeed, not only gratuitous, but *obligatory* primary instruction. He suggests, however, that "as his Majesty wishes to leave the education of the country to popular initiative, the right of voting the execution of the law might be left to the municipal councils; but that the assistance of the state should be promised to those communes accepting the reform, but whose resources may be insufficient to carry it out." According to present regulations, the prefect in each district is charged to determine annually, for every public school of his department, the highest number of free scholars to be admitted; and in each commune the mayor and the ministers of religion are supposed to draw out a list of claimants, to whom tickets may be given. Public primary instruction in France cost, in one of the latest years of which we have any returns, about £1,710,500; and it is estimated that by means of this sum, 50,000 schools were maintained, and more than three millions and a half children taught. It is remarked, as one of the greatest peculiarities of the French system, that its expenditure covers a much wider area than our own. For example it is calculated, that whereas our grant of £800,000 may be said to have helped, at the outside, 8,461 schools to exist, with 934,040 children; the same grant in France would have entirely maintained nearly 25,000 schools, and have provided more than a million and a half of children with instruction. The difference is largely owing to the diversity of social conditions, which would make such a proportion, in some respects, impracticable in this country. How much yet remains to be done may be inferred from the fact that, while the municipal and provincial authorities have actively co-operated in the multiplication of schools, there are still more than 10,000 parishes without a school-house, and some 600,000 children wholly untaught. We have previously alluded to the influence of the Roman Catholic Church in educational matters, "The great majority of the male teachers," we are informed, "are laymen, but most of the female teachers are nuns; and it is estimated that, whereas only one-third of the men in France are educated by ecclesiastics, two-thirds of the women are educated by nuns. All male teachers whether lay or clerical, are required to possess a Government certificate of competency, and so are the lay school-mistresses, but not so the teaching nuns. Accordingly, very few of the latter attempt the ordeal of a Government examination. Some years ago, out of 12,325 teaching nuns, only 766 had the Government certificate." It is curious to note that, of the 40,400 nuns in France, 23,360 devote themselves exclusively to the work of instruction; 10,190 combine that with attendance on the sick; and only 6,850 confine themselves to prayer and meditation.—*Eng. S. S. Teachers' Magazine*.

### 9. MUSEUM AND LIBRARY IN PARIS.

Paris is at present in possession of thirteen different museums, not counting those at the Louvre and at Versailles. Besides the ancient and modern works of sculpture, these rich collections contain the most miscellaneous objects of mediæval art, as well as of Renaissance paintings, drawings, woodcuts, and engravings, Egyptian, American, Celtic, and Roman antiquities. The collection of the Jardin des Plantes, with its cabinet of comparative anatomy, founded by Cuvier, is not included in the above-mentioned number. All these collections are opened to the student, as well as the six large public libraries, of which the Imperial contains one million volumes of eighty thousand manuscripts; besides these, there exists a number of valuable libraries of the different faculties, for the special branches of study, and of scientific institutions, most of which are opened to the student; and those few for which a special permission is necessary, grant it without any difficulties. No wonder that Humboldt wrote to a friend in 1827, who had expressed his surprise at the German scholar having made the French capital his abode, "You are surprised at this? I am certain to find here, in

one place, what I should have to look for in Germany in thirty-six places, and then very likely in vain."—*Littell's Living Age*.

## III. Papers on Universities and Colleges.

### 1. THE ROMAN CATHOLIC UNIVERSITY OF IRELAND.

As an appeal has been made to the citizens of Montreal in behalf of the new Irish University, some information respecting the growth and present condition of that institution may prove interesting to our readers. In 1863-4, 210 students attended the course of University lectures. Exclusive of these, 360 were matriculated in the affiliated schools and colleges throughout the provinces, making altogether 570 on the books of the University. The matriculated students are circumstanced exactly as the greater majority of those of Trinity College, who, it is well known, do not attend the lectures of the great Protestant institution, but merely go up for examination. This privilege is enjoyed to the fullest extent by the matriculants of the new University. The course pursued is this: Every year an examiner is sent to the affiliated schools, where the pupils are subjected to a most searching examination, and the cleverest of the young men are selected to compete, in due time, for the highest University honors, along with the students of Oxford, Cambridge, and Trinity College. Under this system the new University must become the great centre of the talent and learning of Catholic Ireland. The students of the Catholic University enjoy privileges even superior to those afforded the students of Trinity, as they are placed in colleges and schools under the immediate supervision of the local authorities, and are instructed by professors of acknowledged ability and experience in the important work of education. Of these colleges and schools as many as twenty-eight are already in existence, and are visited regularly by the University examiners. Such a system of training cannot fail to promote emulation and intellectual progress, and operate beneficially on the future of Catholic Ireland. During the sessions of 1863-4, 59 students attended the evening classes of the first term, 55 in the second, and 44 in the third; 98 were in the school of Medicine, and 70 in the two faculties of Philosophy and Science. This number of students, with the 586 matriculants on the books of the University, is highly satisfactory and encouraging, and augurs well for the future of the institution. At the beginning of the present century there was not, we believe, a Catholic College in the country, excepting those of Carlow and Maynooth, purely ecclesiastical institutions, which were then only in their infancy. According to the last census, in 1861 there were 98 public and 203 private classical schools. These were attended by 10,346 pupils, of whom 5,118 were Roman Catholics; and over and above this number, 1,242 Catholics were receiving collegiate instruction in May of the same year—making a total of 6,330 youths pursuing the higher studies at that period. Excepting Maynooth and the Queen's Colleges, all these seats of learning were established by the Bishops, Priests, and people of Ireland, and the fact evidences a love of learning amongst the Irish not unworthy of their country's palmy days. The following important facts are supplied by the census commissioners in their report of 1861:—In 1834 there were 96 high schools, attended by 4,240 pupils, exclusively Protestant, while in 1862 there were only 60 of these schools, with an attendance of 2,975—a falling off in twenty-seven years of 36 Protestant schools and 2,165 scholars, whereas, during the same period the Roman Catholic schools increased from 23 to 86, the 63 new schools being attended by 3,478 pupils. Upon this great change the commissioners remark: "The large increase in the Roman Catholic schools is due to the fact that whereas superior instruction had already, in 1834, been provided for members of the Established Church in chartered, endowed institutions, much more nearly in proportion to their requirements than it has yet been provided by voluntary efforts for other sections of the population, the higher order of schools had nearly all to be erected by the Catholics from their own resources." Thus, in the short period of thirty years, the Roman Catholics of Ireland founded 63 new schools, with an attendance of 3,478 scholars.—*Montreal Transcript*.

### 2. ROMAN CATHOLICS OF THE ENGLISH UNIVERSITY.

It having been stated that the Propaganda at Rome is about to consider the question whether Roman Catholics should still be permitted to send their sons to Oxford and Cambridge, a meeting of Catholic laymen has been held in London for the purpose of memorialising the Sacred Congregation to abstain from "active interference" in the matter. The memorial has already received the signatures of Lords Castlerosse, Norreys, Camoys, and Dunraven, Mr. Monsell, Mr. J. Wield Blundell, and many other Roman Catholic laymen of good social position.



### 3. PRIVATE GIFTS TO AMERICAN COLLEGES IN 1864.

"During the past year the colleges and seminaries of the United States have received liberal contribution. Yale College has received \$450,000; Amherst, \$110,000; Princeton (New Jersey), \$130,000; the Syrian College, \$103,000; Trinity (Hartford), \$100,000; Rutgers (New Jersey), \$100,000; Chicago Theological Seminary, \$80,000; Bowdoin (Maine), \$72,000; New York University, \$60,000; Wesleyan University (St. Louis), \$50,000; Andover Theological Seminary, \$50,000; Dartmouth, \$47,000; Harvard, \$44,000; Williams, \$25,000; Middlebury, \$10,000. These figures show that the cruel war with its train of evils does not prevent the exercise of benevolence.—*Godey's Lady's Book*.

### 4. MUNIFICENT GIFT TO HARVARD COLLEGE.

Not long ago Hon. Abbot Lawrence, of Boston, gave to Harvard College, in aid of scientific education, the sum of \$100,000 besides the services of a professor, altogether considered equivalent to an endowment of about \$150,000. The Boston Advertiser adds:—At this juncture, Mr. James Lawrence comes nobly forward, and at once serves the cause of education, and maintains the honor of his father's name by the gift on the first of Jan. 1865, of fifty-two thousand five hundred dollars—twenty-five hundred to be expended at once in the equipment of the laboratory, and the balance to endow equally the chemical and the engineering departments.

### 5. VASSAR FEMALE COLLEGE.

The grant which Mr. Matthew Vassar made to found the Vassar Female College, at Poughkeepsie, N. Y., was \$408,000. The building, which is of brick, with stone trimmings, is three stories high, with a mansard roof; five hundred feet in front, including wings, one hundred and sixty-five feet deep, accommodating two hundred and fifty pupils, besides chapel, library, art gallery, recitation rooms. Presidents' and professors' houses, and teachers' rooms, will cost \$200,000, and will be completed before August. A library of 2,500 volumes is secured already, and a cabinet of minerals worth \$8,000. A great equatorial telescope, aperture 12½ inches, length 17 feet, will be mounted and adjusted in August. The College will open September 1st.

### 6. GROWTH OF MCGILL COLLEGE, MONTREAL.

From a memorial recently addressed to His Excellency the Governor General by the authority of McGill College, Montreal, we make the following extract, illustrative of the growth and prosperity of that University:—

In an educational point of view, the growth of the University under its new charter, has surpassed the most sanguine expectations of its friends. It was in the past session instrumental in the education of 928 persons, of whom 305 were Students in Law, Medicine and Arts; 74 Teachers in training; 249 pupils in the High School, and the remainder were pupils in the Model Schools. It has in the Faculty of Law, 6 Professors; in the Faculty of Medicine, 9 Professors; in the Faculty of Arts, 10 Professors; in the High School Department 10 Masters. There are also two Professors, two teachers and several assistants, in the McGill Normal and Model Schools.

The total expenditure of the University for the past year, including \$588 of interest on its debts, and \$2018 for repairs, &c. of building [but exclusive of the Normal School and of Fees paid to Professors in Medicine and Law], may be stated at \$31,411; and that an institution of this character, with so many instructing officers, should be supported on such a sum, must be regarded as an instance of economy scarcely equalled in any other similar case. Of the above sum, \$6,702 are paid by the revenue of the original endowment of Mr. McGill; \$2,846 by the interest of the Endowment Fund contributed by the citizens of Montreal; \$6,019 by the Fees in the High School, and \$713 by the fees in the Faculty of Arts.

*Number of Students and Pupils of McGill College and University, from 1854 to 1858, with the Annual Grants for the same years:*

STUDENTS.	1854.	1855.	1856.	1857.	1858.
In Arts.....	...	38	42	47	47
In Medicine.....	...	57	96	90	97
In Law.....	...	15	16	30	30
Total Students.....	97	110	154	167	174
Pupils in High School.....	185	215	225	242	250
Total.....	282	325	379	409	424
	\$	\$	\$	\$	\$
Grants to the University.....	7000.00	4167.77	\$371.06	3001.07	2932.83
Grants to the Medical School..	1000.00	1000.00	1000.00	1000.00	1000.00
Grants to the High School for					
Educating 30 Free Scholars.	1128.00	1128.00	1128.00	1128.00	1128.00

*Number of Students and Pupils of McGill College and University, from 1859 to 1863, with the Annual Grants for the same years:*

STUDENTS.	1859.	1860.	1861.	1862.	1863.
In Arts.....	60	58	65	72	82*
In Medicine.....	108	124	146	175	177
In Law.....	27	47	45	55	48
Total Students.....	205	229	256	302	307
Pupils in High School.....	252	281	271	262	249
Total.....	457	510	527	564	556
	\$	\$	\$	\$	\$
Grants to the University.....	2922.82	2862.28	2932.82	2862.28	2803.97
Grants to the Medical School..	1000.00	1000.00	1000.00	1000.00	1000.00
Grants to the High School for					
Educating 30 Free Scholars.	1128.00	1128.00	1128.00	1128.00	1128.00

NOTE.—Seventy-four Teachers in Training in the Normal School, and 800 Pupils in the Model Schools are excluded from the above tables—these institutions not deriving any pecuniary support from the College.

### 7. THE UNIVERSITY OF CHICAGO.

The University of Chicago has within two years received donations amounting to \$175,000, of which 100,000 has been expended in buildings, and \$25,000 for astronomical instruments.

### 8. WHAT IS A SENIOR WRANGLER.

The annual lists of the mathematical degrees at the University of Cambridge must cause considerable difficulty to those who are not in the secret of the phraseology employed. Why should the examination be termed a Tripos, and conducted by Moderators and Examiners? and why are the successful students divided into three classes, called Wranglers and Senior and Junior Optimæ. To begin with the name of the mathematical examination. Tripos is Latin for a three-legged stool; the three legs, in this case, being the three classes in which those who pass are placed in order of merit. To explain the names given to those subordinate classes leads us, however, to a good many years back. In the happy days we have alluded to before examinations, a man's right to his degree was settled by oral disputations between the students who had resided the requisite number of weeks in the university. There was no answering of questions on paper, or by word of mouth; a student's knowledge was tested by the skill with which he answered his own view, and met the argument with which his opponents tried to overthrow it. This system lasted, with modifications, from the foundation of the university to about thirty years ago. "To wrangle in the schools" was the technical term applied to those who took part in the disputations there held. Every student was obliged to keep two "Acts" and three "Opponencies;" that is to say, he had on two occasions to begin the war of words by propounding a "question," as it was called (hence the students who are about to take their degrees are still called "Questionists"); and on the others to find argument to meet those of the propounder. Every person keeping an Act had two opponents, who were chosen by the "Moderator." Moderator is a Latin word, applied generally to one who directs or manages anything; a steersman and a man on horseback, are said to "moderate" their ship or their steed as the case may be. The moderator had the questions submitted to him, and chose the opponent in accordance with the known abilities of the propounder of the questions, to prevent a good man—i. e. took his degree—in Law, Physics, or Mathematics. The last was the most usual and indeed may be said to be so still. The student keeping the Act would propound some statement in Newton or Euclid—as for instance, to make a very simple case, he would maintain that Euclid is right in saying that any two sides of a triangle are greater than a third; and the opponents were obliged to find arguments—generally, of course, merely ingenious quibbles—to meet this assertion. At the conclusion, the moderator, if satisfied, would say in Latin, in which language the whole discussion had been carried on—"You, sir, have sustained yourself very well (*optimè*) in your disputation." The students were divided by him into two classes; the first called "Wranglers"—and the first in this class was and is called the senior wrangler—and the second "Optimæ," a word derived from the Latin adverb *optimè*. Subsequently these were again divided into seniors and juniors, as at present.—*From Cassell's Illustrated Family Paper*.

### 9. LL.D.—DOCTOR OF LAWS.

The degree *Doctor Legum*, or Doctor of Laws, as originally given

\* Including 15 Students of Morin College.

in the universities of Europe, indicated just this, that a man was so learned in the Civil and in the Canon Law as to be competent to teach them. The reason why they said Laws instead of Law, and consequently why the abbreviation is LL.D. instead of L.D. is that there were two bodies or systems of Law studied and taught in those universities, the Civil Law and the Canon Law, and the person doctorated must be a master of both. We say in this country of a distinguished judge or advocate that he is learned in the Law. Not so in the Middle Ages. They said of such a person that he was learned in the Laws. What the Common Law is to Englishmen and Americans were and are the Civil and Canon Laws to most Europeans. The difference between these three bodies of Law is a point worth noticing. The Common Law is the law of England. It was a home growth on English soil, and no exotic from a foreign land. It was not introduced, it grew. It was slowly developed out of the common relations between man and man by the decisions of judges who were guided mainly by the principles of justice.—These decisions became precedents more or less to succeeding judges, who also applied similar principles to new cases as they arose, and thus still further developed the law.—The principles of natural equity are so vital and constant, that a system of jurisprudence that rests back on them, rather than on statutes and dicta, and allows itself to be modified by them, is necessarily a living product; and therefore the common law, while in one sense it is the same system from age to age, is growing all the time, is shaping and adapting itself to new relations in society and new cases in litigation. It is alive. And although susceptible at any one time of being digested, in a code which shall exhibit the exact present state of the law, the vital principles of the law itself will work on outside of the code as well as within it, will decide new cases, will enlarge the law, and will, after a while, require a new codification. Moreover like everything else that is vital, the common law sloughs off useless and obsolete, as a snake does his skin, and though naturally conservative is also necessarily progressive. This Common Law, which is the natural heritage of all Englishmen, belongs just as much to Americans.—Our ancestors enjoyed it and helped to develop it in England, and brought it with them as a sacred treasure to these shores. It lies at the foundation of the jurisprudence of everyone of our states, Louisiana alone excepted. It has been modified and developed in all the states according to the social condition and legal exigencies of each. It has been codified in some of the states, as in New York; it has been incorporated into statutes in others, as in Massachusetts; but it remains in all a vigorous system still, instinct with manly rights, and full of the very breath of liberty. It is the greatest glory of England and has contributed quite as much as their political system to the boasted freedom of Englishmen.

The Civil Law on the other hand is the ancient Roman Law. It is less flexible and vital than the English law, but as perfect in its forms as the other is admirable in its spirit. It knows nothing of any jury (the jury is a purely English institution) but leaves everything, facts and law, to the judge.—The Romans above any people that has ever lived on the face of the earth were a nation of citizens. The citizen feeling during all the best ages of the republic predominated over every other feeling. Everything was subordinated to the state. But the state was a city. It was Rome. There was the sharpest contrast shown between the citizen and the non-citizen, as well as between the free-man and the slave. To be a Roman citizen was honor enough, and generally protection enough anywhere. Among a people who were so pre-eminently citizens, the forms of municipal law were well-nigh perfected.—The relation of citizen to citizen in marriage, in inheritance, in traffic, in debt, in court, in house, and in city, are nowhere more sharply and equitably defined than in the Roman law. Accordingly the Roman law survived when the Roman dominion perished. And even in England itself and in the United States also, the admiralty courts are guided by the forms and precedents of the Civil Law. That is the reason why we have no jury in prize cases. That is Roman, not English. All the German states have the Civil Law. It is studied in their universities, just as Blackstone is studied in our law school. And the famous Code Napoleon in France, which is said to reflect so much honor on the first Bonaparte, is derived substantially from the Civil Law. It is beyond doubt a most admirable municipal code; and what wealth of legal wisdom must not the Civil Law contain, when so many and such diverse states can draw from it the substance of their laws!—*Springfield Republican*.

excites a measure of interest rarely accorded to a casual newspaper correspondent. In one of his latest letters to the *Times*, he takes up the subject of the education of children. The *Saturday Review*, with its usual weapons of sarcasm, attacks him for his "childish talk" and yet hoary platitudes; but is compelled to admit that some of his conclusions are not without sense and point. The questions thus raised have their bearing upon our special work. "S. G. O." suggests that a child's brain becomes early a storehouse of ideas which remain, although for years there may be no sign or use of them; and he complains that mischief often creeps in at this period which, though long sleeping unsuspected, may afterwards be unexpectedly developed. It is no part of our business here to unravel psychological mysteries; but the facts adduced to show how fast and subtly these evil impressions take hold, indicate also that good influences may in the same manner abide latent. Any Sunday school teacher who chooses to apply the argument, and verify it by observation, may find much encouragement in the thought that under certain altered conditions, what now seems listlessly received or utterly forgotten may be revived in freshness and power; and the more so, seeing that he does not trust to any slowly-operating physical law, but to Him who can at His will so vary the circumstances of a man's life as at once to produce this result. There are instances, easily to be multiplied, in which the memory has flashed a sudden light upon the past, and some word of divine wisdom has stood out luminously, never again to be obscured. Further, "S. G. O." traces much evil to the companionship of the servants to whom children are too frequently handed over by their parents. Now these servants are drawn largely from the class which most numerous supplies our Sunday schools; would that all who go out to service had first some pious training! And, as it is evident that the deficiencies and faults which as censor he points out—the demoralising habits, for example of frivolous and foolish conversation—are not peculiar to any one section of society, but are felt by the higher as well as the lower, it may sometimes happen that the case is reversed; and the influence of the nursemaid shall be more Christian, and therefore more elevating, than that of the parent. So that if it be true that one important want of the age is another race of servants, it is clear that the church has a great social work before it in its schools; and it is expedient that this aspect of their duty should be kept more before our teachers, that by God's help, they may contribute their best towards turning out in the world lads and lasses—patient, good tempered, honest, thoughtful—fit for any useful service. Perhaps the most novel portion of "S. G. O.'s" letter is that in which he warns his readers against the *sensational nursery literature* of the day, which often too powerfully excites the young imagination by its childish presentations. It may be questioned whether children now-a-days are really more exposed to perils of this kind than those who formerly made early acquaintance with the grim horrors of Blue Beard, or the untimely fate of Little Red Riding Hood. But here we are reminded of those wonderful Bible stories which are the good man's heritage for his little ones—so varied and so simple, yet always so fascinating—kindling the imagination, touching the heart, stirring the energies: when shall their interest be exhausted? Has not God provided in them just the pabulum required; and in their adaptiveness to the youthful mind, and to the earliest infantile stages of tribal or national life throughout the world, given one other proof of the perfect wisdom which pervades every part of His Holy Book? Does not a warning of this kind suggest that in them may be found an antidote to all sensational mischief, and make more evident the duty of studying them more closely, that they may be set forth in our schools in all their native attractiveness? But "S. G. O." and his important themes are encroaching too largely upon our space. Let us dismiss them with a quotation—a protest that deserves to be recorded here against the conventional education of many households:—

"Children," says "S. G. O." "pass too much of their early life cramped into a sort of orderly, by drill-attained manners, utterly destructive of the sweetest, most healthy characteristics of true children. For ever, from the earliest moment they can be taught anything, they are hidden 'not to be rude, but to behave pretty,' as if, in real truth, the prettiest feature of child life was not a sort of rudeness—the exuberance of real child nature. Martyrs to the vanity of our day, they are limb-hampered by the folly which makes them mere dolls for the exhibition of their dresses, and the ingenuity of their nurses in dressing their hair. Taught a deportment in character with their costume, they become but too often vain little puppet imitations of men and women, all the winning artlessness proper to their age being thus forcibly taken from them; they strut about pretty pictures, when they had far better be tumbling about with the abandon natural to their age, but which would at once destroy the claim to that sort of prettiness their careful 'get up' had given them."—*English S. S. Teachers' Magazine*.

#### IV. Papers on early Education and Influences.

##### 1. PSYCHOLOGICAL EFFECTS IN CHILDREN OF EARLY INFLUENCE.

The utterances of "S. G. O." (Rev. Sir Sidney Godolphin Osborn,)

## 2. EIGHT TO SIXTEEN.

Lord Shaftsbury recently stated in a public meeting in London, that he had ascertained from personal observation that of adult male criminals in that city, nearly all had fallen into a course of crime between the ages of eight and sixteen years; and that if a boy lived an honest life up to twenty years of age, there were forty-nine chances in his favour, and only one against him.

This is a fact of startling importance to fathers and mothers, and shows a fearful responsibility.—Certainly a parent should secure and exercise absolute control over his child until sixteen. It cannot be a very difficult matter to do this, except in very rare cases; and if that control is not wisely and efficiently exercised, and it must be the parent's fault.—It is owing to parental neglect or remissness.—Hence the real resources of twenty-eight per cent, of the crime in such a country as England or the United States lies at the door of the parents.

It is a fearful reflection; we throw it before the minds of the fathers and mothers of our land and there leave it to be thought of in wisdom; remarking only on these early seeds of disease, that, in nearly every case they are sown between sundown and bedtime, in absence from the family circle, in the supply of spending money never earned by the spenders,—opening the doors of confectioneries and soda-fountains, or beer and tobacco and wine shops, or the circus, the negro minstrels, the restaurant and dance; then follow the Sunday excursion, the Sunday theft, the easy transition to the company of those whose ways lead them to the gates of social, physical, and moral ruin.

From "eight to sixteen!" In these few years are the destinies of children fixed in forty-nine cases out of fifty;—fixed by parents! Let every father and mother solemnly vow: "By God's help I'll fix my darling's destiny for good, by making home more attractive than the streets."

## 3. NEVER FRIGHTEN CHILDREN.

A schoolmistress, for some trifling offence, most foolishly put a child into a dark cellar for an hour. The child was greatly frightened and cried bitterly. Upon returning to her parents in the evening, she burst into tears, and begged that she might not be put into a cellar. The parents thought this extremely odd, and assured her that there was no danger of their being guilty of so great an act of cruelty; but it was difficult to pacify her, and when put to bed she passed a restless night. On the following day she had a fever, during which she frequently exclaimed, "Do not put me in the cellar." The fourth day she was taken to Sir A. Cooper, in a high state of fever, with delirium, frequently muttering, "Pray don't put me in the cellar." When Sir Astley enquired the reason, he found the parents had learnt the punishment to which she had been subjected. He ordered what was likely to relieve her; but she died a week after the unfeeling conduct.

Another case from the same authority may here be cited. It is the case of a child ten years of age, who, wanting to write her exercise, and to scrape her slate pencil, went into the school in the dark to fetch her knife, when one of her schoolfellows burst from behind the door to frighten her. She was much terrified, and her head ached. On the following day she became deaf; and on the next, so much so as not to hear the loudest talking. Sir Astley saw her three months after this had happened, and she continued in the same deplorable state of deafness.

A boy, fifteen years of age, was admitted an inmate of the Dundee Lunatic Asylum, having become imbecile from fright. When twelve years of age he was apprenticed to a light business; and some trifling article being one day missing, he was along with others locked up in a dark cellar. The children were much alarmed, and all were let out with the exception of this poor boy, who was detained until past midnight. He became from this time nervous and melancholy, and sunk into a state of insensibility from which he will never recover. The missing article was found on the following morning, exculpating the boy from the guilt with which he had been charged.—*Exchange paper.*

## V. Biographical Sketches.

### No. 35.—SIR SAMUEL CUNARD, BART.

*Wilmer and Smith's European Times* (Liverpool) of the 29th ultimo had the following in its second edition:—We announce with extreme regret the death of Sir Samuel Cunard, whose name in connection with the British and North American Royal Mail Steamship Company, established between Liverpool and America, has a world-wide reputation. He expired yesterday evening at his residence, Bush Hill House, Edmonton, Middlesex, in his seventy-eighth year. The hon. baronet was born in 1787, and married in

1815 the daughter of a gentleman named Duffus, of Halifax, Nova Scotia. His eldest son, Edward, born in 1816, succeeds to the baronetcy, and, though his permanent residence is in New York, he was present when his father breathed his last. The British government, to mark their appreciation of the great services which Sir Samuel Cunard had rendered to the commerce of the world, and more immediately to that of England and America, conferred on him, in 1859, the dignity of a baronet—a dignity won by his triumphs in a field of enterprise in which the company he assisted to establish has distanced all competitors, and proved itself at once the most successful, and the best friend of civilization and progress, in the whole history of navigating the ocean by steam power. What Watts and Arkwright were to the spinning jenny, Sir Samuel Cunard was to the marine engine.

### No. 36.—HON. MR. JUSTICE GALE.

We have to record to-day the death of another of the prominent citizens of Montreal. The Honorable Samuel Gale died on Saturday morning last. He was the son of a Mr. Gale, who, born in Hampshire, England, came to America in 1770 as Assistant-Paymaster to the Forces. He married there a Miss Wells, of Brattleboro, and soon after left the army, and took up his residence we believe in the Colony of New York. During the revolution he stood firmly by the old flag under which he had served, and was for some time imprisoned as a loyalist. After the revolution, he came to reside in Canada, upon an estate granted to his wife's father by the Crown as indemnification for the losses brought upon him as a loyalist in the revolution. He was subsequently Secretary to the Governor, whom he accompanied to England, and there assisted to defend him from attacks made upon his administration. While there he wrote an essay on Public Credit, addressed and submitted to Pitt. The following is the inscription on his tomb-stone at Farnham, in Bedford County: "Here rests Samuel Gale, Esq., formerly acting deputy paymaster general of H. Majesty's forces in the Southern Provinces, now the U. S. of America; subsequently Secretary to H. E., the Governor-in-chief of H. M. dominions in N. A.; author of *Essays on Public Credit*, and other works; born at Kimpton Hants, England, Oct. 14, 1743; died at Farnham, June 27, 1826."

The late Mr. Justice Gale was born at St. Augustine, East Florida, in 1783. He was educated at Quebec, while his father was Secretary, and came to study law at Montreal under the late Chief Justice Sewell in 1802, having the late Chief Justice Rolland and, we believe, Mr. Papineau as fellow students. Mr. Gale was admitted to the bar in 1808, and ere long secured a large practice. In 1815, he was appointed a magistrate in the Indian territories, and accompanied Lord Selkirk when he went to the North West. Later, when Lord Dalhousie was attacked for his Canadian administration, he went home as bearer of memorials from the English-speaking Lower Canadians in the townships and elsewhere, defending his Lordship's conduct. In 1829, he became chairman of the Quarter Sessions, and in 1834 was raised to the Bench to replace Mr. Justice Uniacke, who preferred to resign the seat on the Bench to which he had just been appointed rather than come back to Montreal during the cholera than raging here. Judge Gale retired from the Bench in 1849, forced into retirement by continued ill-health and the gradual coming on of the infirmities of old age. He had married in 1839 a Miss Hawley, of St. Armand West, by whom he leaves three daughters. Mrs. Gale herself died several years ago.

Born of parents who had both suffered for their loyal adherence to the British Crown during the American revolution, and educated in their views Mr. Gale was, as long as he meddled in politics, a staunch conservative and defender of British connection and British supremacy. He wrote a series of letters to the *Montreal Herald* (in those days the organ of the stoutest conservatism) over the signature of "*Nerva*" which produced a strong impression on the public mind at the time. And in espousing the cause of Lord Dalhousie and upholding the old constitution (under the title of Constitutionalists taken by the conservatives of that day) against the advocates of democracy or responsible government, he was but consistently pursuing the course on which he at first set out. While upon the Bench, he maintained in an elaborate and very able judgment the right of the Crown to establish Martial law here in 1837, refusing to theorize about what abstract rights man had or ought to have, declaring simply and firmly what the law, as he read it, established the prerogative of the Sovereign to be in a colony. Both as lawyer and judge he won the respect of his *confreres* alike by his ability and learning. Of late years his heart has been most deeply interested in the freedom of the slave. He was a man of high principle, and ever bore an unblemished moral character. Yet once in his early career at the bar he was forced by the then customs of society to go out in a duel. His antagonist was Sir James

Stuart, who had quarrelled with him in Court. Mr. Gale was severely wounded. It was an event which, we believe, he profoundly regretted. He was a scrupulously just man, most methodical and punctual in business matters. There were also in his writings great care and precision and clearness of language. He was not ostentatious of his charities, yet we knew they were not lacking. Some years ago he made a gift of land to Bishops' College, Lennoxville, and during the last months of his life, when age and illness were day by day wearing him out, he found relief for his own distresses in aiding to relieve those of the needy and afflicted.

With him has passed away one more of the links which have bound the bustling men of middle age to-day with a generation of which the youth of to-day know almost nothing, of men more proud and more precise in their manners than we are, but also of such rectitude and sense of honour, that we feel deeply the loss of the influence of their example. A loyal subject, a learned and upright judge, a kind, true, steadfast friend has been lost to the community in Judge Gale.—*Montreal Gazette*.

#### No. 37.—BENJAMIN HOLMES, ESQ.

Mr. Holmes, Collector of Customs, Montreal, died suddenly in his office on the 23rd ult. With Mr. Holmes goes to the grave yet another of the old and well-known citizens of Montreal, connecting, as it were, the present with the past generation of men,—the old state of things before and at the time of the Union, with that which now exists. Mr. Holmes was a man who played many parts in the history of Montreal, and his name will fill a by no means inconsiderable place in it. He was born in Dublin, Ireland, on the 23rd of April, 1794; and came to this country when a mere child of nine years of age. He commenced life as a clerk in a commercial house. At the age of eighteen, during the war of 1812, he joined the Volunteer Dragoons, and afterwards the Canadian Fencibles in the capacity of ensign. He saw active service on the Upper Canada frontier, in which he was taken prisoner, and held till the war was over. He was a man of ardent disposition, and inherited military taste, his father having been, we understand, in the army. In 1837, during the rebellion, he was Commandant of the Volunteers; and in this position he exhibited his usual energy of character. After the conclusion of the war, he formed, we learn, a partnership with Mr. Benjamin Dehale, at Perth, in Upper Canada. He was subsequently appointed to the place of first teller in the Bank of Montreal; and on the death of Mr. Griffin, the first cashier of that Bank, he was promoted to the vacant office. He held this responsible position until 1846. And he was, as we have said, a member of the Board of Directors of that Bank when he died. He had the reputation of being a man possessed of much financial ability. In fact he owed his promotion to an office of important trust, from a humble position in life, entirely to his own ability and energy. After he left the office of Cashier of the Bank of Montreal in 1846, he formed a co-partnership with Messrs. Young and Knapp, produce merchants. He did not remain very long in this house. He was elected a member of the first Parliament of Canada, after the Union, for the city of Montreal, with the late Hon. George Moffatt and Dr. Beaubien for colleagues, in the Conservative interest, in April 1841, and served till the close of that Parliament in September 1844. At that time, Mr. Holmes with all the impulsiveness of his nature espoused the side of his party and British interests, which, in the struggles of those days, formed the great issue. After the dissolution in 1844 Mr. Holmes remained out of Parliament till the general election of January 1848, when he was again elected member for the city of Montreal, with Sir L. H. Lafontaine (then Mr.) for colleague. Political events of great importance occurred during the time Mr. Holmes remained out of Parliament. The responsible government struggle between Sir Charles Metcalf and his Ministers had taken place, and Lord Elgin had become Governor General, when Mr. Holmes was next elected member for this city. His political sympathies during these events had undergone a great change. He had ceased to have confidence in his old Conservative friends; and had become a warm adherent of the Lafontaine-Baldwin Ministry. He stood as energetically by his new colours as he had done by the old, and, what his old friends thought was, for him, going very far, he voted for the Rebellion Losses Bill. In giving this vote, however, he was only consistent with his new position, and he never wanted courage. He remained, we believe, ever afterwards opposed to the Conservative party; and once he opposed, unsuccessfully, the election of Mr. Rose for Montreal Centre. He sat during the whole of this Parliament, often taking part in the debates, until 1851. He did not again seek re-election. He took an active part as Chairman of the Executive Committee for the relief of sufferers by fire in 1850; and he had presented to him for his labours on this occasion a handsome service of plate. He took an active part in the management of the St. Lawrence and Atlantic Railroad (he was

the Managing Director, if we remember rightly) and, subsequently, after the amalgamation, became Vice-President of the Grand Trunk Railway Company, which office, we think, he held until 1858, when he resigned. In 1863 he was appointed to the office of Collector of Customs of Montreal by the Sanfield Macdonald-Dorion Ministry. And it must be said of him that he has discharged the duties of that important trust with his usual assiduity and faithfulness. He has left room for no complaint.—*Montreal Gazette*.

#### No. 38.—MR. THOMAS FRAZER.

The subject of this notice was born in Quebec in 1798. His father, the late William Frazer was a Government Architect in that city and died when his family was yet young, and left his little ones to buffet the rude elements of a cold world, as best they could. At the age of nineteen Thomas found his way to our good old town of Prescott, and from that period, 1817, to the present time has been an active, enterprising member of our community. While there were few that were readier to do battle with an opponent than he, there were none whose kindness was more sincere, and whose affections were more enduring and ardent, than were his to those who won his confidence. The poor and friendless found in him a benefactor and a friend; with the enterprise and industrious he was at all times ready to co-operate in effecting any improvement of the Town. He had the pluck and the will to impel him through every enterprise. He was one of the few old residents and business men of Prescott. One that has lived here for, say 30 years, now seldom meets an old familiar face, either from town or country—like angels' visits they are few and far between. The Cranes, the Blakeys, the Wells, the Holdens, the Merwins, the Joneses, the Hecks, the Longleys, the Hendersons, the Hulburts, the Besses, the Brodies, the Frazers, with hosts of others are gone forever. At the time of his death, Mr. Frazer was a member of the Town Council. The Mayor and members of the Corporation attended as mourners in the funeral procession. Many places of business were closed as a mark of respect to the memory of the deceased.—WM. PATRICK, *ex-M.P.P.*, in *Brockville Recorder*.

#### No. 39.—MRS. McALLISTER.

Died on 1st of April, 1865, at her son's residence, Mr. Robert McAllister, near Mount Pleasant, Auntie McAllister, aged 94 years. The deceased was born in the Colony of Rhode Island. Shortly after the American Revolution went to Nova Scotia and settled in Halifax. She was presented by Capt Inglis, at Mt. Pleasant with a Bible and Prayer Book, which she prized highly. Capt. Inglis was son of the late Bishop of Nova Scotia, and then in Her Majesty's service in 1838.—*Com.* In reference to the above obituary, Geo. C. Reiffenstein, Esq., Receiver General's Office, Quebec, says: "Possibly the parties who put the above in your hands for publication, would feel gratified if he knew further about Captain Inglis, whom he alludes to in the notice. It is no less a personage than the late Sir John—Hero of Lucknow. Inglis and I lived together in 1833, when he left me to join his regiment, the 32nd, to which he was just appointed; he served in Lower Canada during the rebellion, and succeeded to the Lieutenantcy of poor Weir, who was murdered in St. Denis, when the late Dr. Nelson commanded, (and when our troops had to retire for a while.) Late General Markham was then Captain of his company, (the Light Bobs.) He did not get his company till they were about leaving or had left this country. In 1838 and '39 the 32nd was in Toronto, after the Point au Pelee affair, and he with them. Since that time a long list of the then existants, can be numbered with the dead (of that regiment.) Lieut. Col. Maitland, 32nd, Major Berthoinoble, Captains Smith, White, Markham; Lieut. Inglis, Forsyth, and \* \* and now this old lady, Auntie McAllister."—*Brantford Courier*.

#### No. 40.—ALDERMAN MOODIE.

Ald. Moodie, who has for a year or two past been suffering from consumption, died at half-past eleven o'clock last night. Mr. Moodie had, for several years, represented the "noble ward" of St. John, whose electors he was always able to control. He was a power in local politics before his health began to fail, and his career was rather checkered. He had the happy faculty of being frequently on the winning side. He was a man of ardent temperament and had great power over those who acknowledged his lead. He died at the early age of 37.—*Leader*.

#### No. 41.—MADAME DE TOCQUEVILLE.

Mme. de Tocqueville, widow of the eminent political writer and statesman, has survived her husband only five years, he having died in 1859. That blow broke her heart. She was an English

woman by birth, Miss Mary Motley, as was Mme. de Lamartine, and as are Mme. de Montalembert and the wives of many other eminent Frenchmen. She is buried by her husband's side, in the little village cemetery of Tocqueville. She has bequeathed all her husband's manuscripts to M. Gustave de Beaumont, and his noble marble bust to the French Academy.

#### 42. GENERAL KMETY.

We have to announce the death of General Kmety, whose name is associated with the events of the Hungarian Revolution and the Crimean war. He was one of the leaders in the Hungarian struggle for independence, who, with Kossuth, Bem, Dembiaki, and others, took refuge in Turkey, when the Hungarian army surrendered, and the cause became hopeless. Kmety then entered the Turkish service receiving the name and title of Ismail Pasha. He is best known in this country from the part he bore in the defence of Kars, in 1855, against the Russian army under General Mouravieff. The name of Ismail Pasha is combined with that of Sir F. Williams in all the incidents of that long siege, which by the skill of the commanders and the unexampled endurance of the ill-provided Turkish garrison was prolonged for many months. The attack made by the Russians on the 29th of September in that year was repulsed by the Turks, after an engagement which lasted seven hours, and in which the Russians lost more than 5000 men. In this battle General Kmety and the Turkish soldiers under his command fought with the most determined bravery. The strict blockade of the place, however, continued, and Kars surrendered in November, the troops being nearly exhausted by famine. All the attempts made by the Turkish Government to relieve the place had failed. General Kmety had for some time resided in England. He had been indisposed for a few months past, but his death was unexpected. An attack of paralysis terminated his existence on the 25th. He was only 54 years of age.

### VI. Papers on the Wind.

#### 1. ON THE DIRECTION OF THE WIND.

Professor Hennessy, at the last meeting of the British Association, stated, as the result of his observations with an improved anemometer, that the wind rarely blows in a perfectly horizontal direction. The deviations from that direction, although usually very small, are sometimes very remarkable, and follow each other in such a way, especially during strong breezes, as to indicate a species of undulatory motion in the wind.

#### 2. THE WIND AS A MUSICIAN.

The wind is a musician by birth. We extend a silken thread in the crevices of a window, and the wind finds it and sings over it, and goes up and down the scale upon it and poor Paganini must go somewhere else for honor, for lo! the wind is performing upon a single string. It tries almost anything on earth to see if there is music in it: it persuades a tone out of the great bell in the tower, when the sexton is at home and asleep; it makes a mournful harp of the giant pines, and it does not disdain to try what sort of a whistle can be made out of the humblest chimney in the world. How it will play upon a tree until every leaf thrills with the note in it, and the wind up the river that runs at its base in a sort of murmuring accompaniment! And what a melody it sings when it gives a concert with a full choir of the waves of the sea, and performs an anthem between the two worlds, that goes up, perhaps, to the stars, which love music the most and sung it the first. Then, how fondly it haunts old houses; mourning under eaves; singing in the halls, opening the old doors without fingers, and singing a measure of some sad old song around the fireless and deserted hearths.—*California Teacher.*

#### 3. WHAT THE WIND SAYS.

"Do you know what the wind says, grandpa?" asked a little child at an old merchant's knee.

"No, puss; what does it?" he answered, stroking her fair hair.

"Remember the poor! grandpa; when it comes down the chimney it roars, remember the poor; when it put its great mouth to the keyhole, it whistles remember the poor; when it strides through a crack in the door it whispers it, and grandpa, when it blows your beautiful silver hair about in the street, and you shiver and button up your coat, does not it get to your ear and say so too, in a small, still voice grandpa?"

"Why, what does the child mean?" cried grandpa, who, I am afraid used to shut his heart against such words. "You want a new muff and tippet, I reckon. A pretty way to get them out of your old grandfather."

"No, grandpa," said the child, earnestly, shaking her head, "no it's no muff-and-tippet children I'm thinking of; my mother always remembered them, and so do I try to."

After the next storm, the old merchant sent pounds to the treasurer of a Relief Society, and said, "Call for more when you want it." The treasurer stared with surprise, for it was the first time he had collected more than a pound from him, and that, he thought came grudgingly.

"Why," said the rich merchant afterwards, "I could never get rid of that child's words; they stuck to me like glue."

"And a little child shall lead them," says the Scripture. How many a cold heart has melted, and a close heart opened, by the simple earnestness and suggestive words of a child.

### VII. Miscellaneous.

#### 1. THE INFANT'S DREAM.

O cradle me on thy knee, mamma,  
And sing me the holy strain  
That soothed me last, as you fondly press'd  
My glowing cheek to your soft white breast;  
For I saw a scene, while I slumbered last,  
That I fain would see again, mamma,  
That I fain would see again.

And smile as you then did smile, mamma,  
And weep as you then did weep;  
Then fix on me thy glistening eye,  
And gaze, and gaze, till the tear be dry;  
Then rock me gently, and sing and sigh,  
Till you lull me fast asleep, mamma;  
Till you lull me fast asleep.

For I dreamed a heavenly dream, mamma,  
While slumbering on thy knee,  
And I lived in a land where forms divine,  
In kingdoms of glory eternally shine,  
And the world I would give, if the world were mine,  
Again that land to see, mamma;  
Again that land to see.

I fancied we roamed in a wood, mamma,  
And we rested under a bough;  
When near me a butterfly flaunted in pride,  
And I chased it away through the forest wide;  
But the night came on, I had lost my guide,  
And I knew not what to do, mamma;  
And I knew not what to do.

My heart grew sick with fear, mamma,  
And loudly I wept for thee;  
But a white-robed maiden appeared in the air,  
And she flung back the curls of her golden hair,  
And she kissed me softly ere I was aware,  
Saying, "Come, pretty babe, with me," mamma;  
Saying, "Come, pretty babe, with me."

My tears and fears she quelled, mamma,  
And she led me far away;  
We entered the door of a dark, dark tomb,  
And passed through a long, long vault of gloom,  
Then opened our eyes in a land of bloom,  
And a sky of endless day, mamma;  
And a sky of endless day.

And heavenly forms were there, mamma,  
And lovely cherubs bright;  
They smiled when they saw me, but I was amazed,  
And, wondering, around me gazed, and gazed,  
While songs were heard, and sunny robes blazed,  
All glorious in the land of light, mamma;  
All glorious in the land of light.

But soon came a shining throng, mamma,  
Of white-winged babes to me;  
Their eyes looked love, and their sweet lips smiled,  
For they marvelled to meet with an earth-born child,  
And they gloried that I from the earth was exiled,  
Saying, "Here ever bless'd shalt thou be, pretty babe;  
Oh! here ever bless'd shalt thou be."



Then I mixed with the heavenly throng, mamma :  
 With seraphim and cherubim fair ;  
 And I saw, as I roamed in the regions of peace,  
 The spirits who had gone from this world of distress,  
 And their's were the joys no tongue can express ;  
 For they knew no sorrow there, mamma ;  
 For they knew no sorrow there.

Do you mind when sister Jane, mamma,  
 Lay dead—short time ago ;  
 And you gazed on the sad but lovely wreck  
 With a full flood of woe that you could not check,  
 And your heart was so sore that you wished it would break ;  
 But it lived, and you aye sobbed on, mamma ;  
 But it lived, and you aye sobbed on.

But oh, had you been with me, mamma,  
 In the realms unknown to care,  
 And seen what I saw, you ne'er had cried,  
 Tho' they buried pretty Jane in the grave when she died ;  
 For, shining with the blest, and adorned like a bride,  
 My sister Jane was there, mamma ;  
 Sweet sister Jane was there.

Do you mind of the poor old man, mamma,  
 Who came lately to our door ;  
 When the night was dark and the tempest loud :  
 Oh ! his heart was meek, but his soul was proud ;  
 And his ragged old mantle served for his shroud  
 Ere the midnight watch was o'er, mamma ;  
 Ere the midnight watch was o'er.

And think what a weight of woe, mamma,  
 Made heavy each long drawn sigh ;  
 As the good man sat on papa's old chair,  
 While the rain dripped down from his thin grey hair,  
 As fast as the big tear of speechless care,  
 Ran down from his glazing eye, mamma ;  
 Ran down from his glazing eye.

And think what a heavenward look, mamma,  
 Flashed through each trembling tear,  
 As he told how he went to the Baron's strong hold,  
 Saying, " Oh let me in, for the night is cold."  
 But the rich man cried, " Go sleep on the wold,  
 For we shield no beggars here, old man,  
 For we shield no beggars here."

Well, he was in glory, too, mamma,  
 As happy as the blest can be ;  
 He needed no alms in the mansion of light,  
 For he mixed with the patriarchs, clothed in white,  
 And there was not a seraph had a crown more bright,  
 Or a costlier robe than he, mamma,  
 Or a costlier robe than he.

Now sing, for I fain would sleep, mamma,  
 And dream as I dreamed before ;  
 For sound was my slumber, and sweet was my rest,  
 While my spirit in the kingdom of life was a guest ;  
 And the heart that has throbb'd in the climes of the blest  
 Can love this world no more, mamma ;  
 Can love this world no more.

## 2. THE QUEEN'S BIRTHDAY IN CANADA.

Victoria Alexandrina, by the grace of God Queen of Great Britain and Ireland, sixth sovereign of the House of Hanover, and Empress of Hindostan, was born at Kensington Palace, May 24, 1819, and consequently has just completed the forty-sixth year of her age. She entered yesterday upon a year which promises well, as peace reigns over nearly all her dominions. In England the anniversary of our Queen is observed with great *eclat* but not more so than in Canada. Although oceans roll between us and the "island in the sea," no part of the empire over which she holds sway exhibits more sincere demonstrations of joy than did Canada yesterday. The people of Canada are as loyal as those who live in the British isle. We look forward to the anniversary of the Queen's birthday with feelings of pleasure. It is upon this day that the busy hum of the world is hushed with one consent ; it is upon this day that the artisan ceases from his daily labour and unites with his family in outdoor amusements. Her Majesty ascended the British throne in 1837, the year of the rebellion in Canada, and the contrast between the state of the country then and now is very great. Then all was

disorder—two parties were arrayed against each other : now these parties are united in unquestioned loyalty to the Queen and Crown of England.—*Toronto Globe*.

## 3. DETROIT AND THE QUEEN'S BIRTHDAY.

At a special meeting of the Detroit Board of Trade, the following preamble and resolutions were offered by Alexander Lewis, Esq. :

Whereas, The spontaneous, warm and generous sympathy of the people of Canada and of Great Britain on the occasion of our late national affliction is susceptible of only one interpretation ; Resolved, That the colours of this Association be displayed throughout the entire day tomorrow, May 24th, in honour of the birthday of Her Majesty Queen Victoria, and that we sincerely rejoice that while making this manifestation as a mark of friendship, amity and good-will, we can also do honour to one whose life has illustrated those truly noble qualities which not only entitle her to the generous homage of Britons, but to the respect of mankind in every land where true chivalry is found or virtue honoured. Resolved, That we respectfully recommend that the flags throughout the city be displayed in honour of the day. The preamble and resolutions were unanimously adopted.—*Detroit Tribune*, 24th.

## 4. THE CIVIL LIST OF THE QUEEN.

The Civil List of the Queen is very much less than that of any of her predecessors, and is indeed very much exceeded by the sovereigns of several second-rate States in the world. The income of George I. mounted up to one million sterling, and even that of William IV. (who was relieved from the burden of many charges to which his predecessors were liable) was £510,000. The Queen's Civil List is £385,000, and even the expenditure of that is dictated by Act of Parliament ; £60,000 is allotted to the Privy Purse ; £231,260 for the salaries of the royal household ; £44,240 for retiring allowances and pensions to servants, and £13,000 for royal bounty, alms, &c. In order to give the reader some idea of the liberality with which this nation deals with its sovereigns, we subjoin the amounts of a few Civil Lists and incomes belonging to some of the more prominent sovereigns in the world, premising that, in several cases, (in that of the French Emperor notoriously so) the maximum amount is by no means adhered to, but a large amount of debt is annually added to the regular allowance :—

Emperor of Austria .....	£ 760,687
Emperor of France, (with a debt of 3,200,000) .....	1,330,000
King of Italy .....	650,000
The Pope (total income calculated at over) .....	1,000,000
King of Prussia, (about) .....	450,000
Emperor of Russia, (the income of the Crown domains is calculated at) .....	5,700,000
Queen of Spain .....	523,500
King of Sweden .....	266,500
King of Bavaria .....	249,653
Sultan of Turkey .....	1,333,882
Queen of Great Britain and Ireland and of Colonies upon which "the sun never sets." .....	385,000

—*The Queen*.

## 5. DUBLIN INTERNATIONAL EXHIBITION.

The Dublin Exhibition was opened on the 10th instant by the Prince of Wales, according to arrangement. The building itself, from the accounts of it which we receive in our English exchanges, seems to be a very handsome and commodious one. The stone front which faces on Earlsfort Terrace has massive Doric pillars and Corinthian capitals. The visitor enters an immense hall, having on either side a row of marble pillars with beautifully carved capitals, running the entire width of the structure. Marble statues are placed between the pillars, which support galleries ornamented with pillars corresponding with those beneath, by which also the arched roof is sustained. In these galleries the paintings are exhibited, the light from the roof showing them to great advantage. On the left of the entrance-hall is the large concert-room, intended to accommodate 3,000 persons. It is 150 feet long and 65 wide. Here a magnificent organ has been erected, and an orchestra capable of accommodating some hundreds of performers. This concert-room opens upon the apartment called the Great Hall, which is intended to be the "Winter Garden." This hall, with the galleries, is occupied by the stalls of foreign exhibitors, and presents a most brilliant appearance. Nearly in the centre of the great transept, facing the concert-hall, was placed the dais for the Prince and the distinguished personages who accompanied him. This is the French Court, the largest and best situated in the building. Let the reader, then, imagine the great concert-hall crowded with ladies and gentlemen, the Orchestra filled as closely as it could be

packed with performers, mostly amateurs; the Winter Garden, or great hall, crowded in like manner from end to end, the greater part being marked off for privileged persons; the galleries at each side also crowded by persons of the same class, with large numbers of military and naval officers, lieutenants of counties and deputy-lieutenants in brilliant uniforms, the Lord Mayor of Dublin and the corporation in their civic robes. Beyond this hall, at either end and in all the smaller rooms and galleries were crowds of season ticket-holders, occupying the whole space of the building. The doors were opened at eleven o'clock, and the company continued to enter rapidly until half-past one, when the doors were closed. Shortly after two o'clock the Prince arrived. He was received by the Lord Chancellor of Ireland, the Duke of Leinster and other noblemen and gentlemen, and by them was conducted to the dais, where chairs were also provided for the Duke of Cambridge, the Lord Lieutenant, Lady Woodhouse and the Prince of Lieningen. The orchestra, consisting of 1,299 performers, sang the National Anthem with thrilling effect. It was followed by enthusiastic cheers, after which the Duke of Leinster read the address to the Prince, who replied, expressing the gratification he felt in discharging a duty confided to him by Her Majesty the Queen.

Then from the grand organ and immense chorus burst forth the sublime music of the 100th Psalm—

"With one consent let all the earth,  
To God their cheerful voices raise,"

producing a magnificent effect. The Lord Mayor and Corporation of Dublin, in their civic robes, then presented an address to his Royal Highness after which the Orchestra gave, "The Heavens are telling," from Haydn's Creation.

The procession was then formed, and having proceeded round the building, the royal party returned to the dais, and Sir Bernard Burke, Ulster King at Arms, by command of the Prince, declared the Exhibition opened. This was signalized by a flourish of trumpets, and immediately from all the batteries and from the men-of-war at Kingstown a roaring salute was fired. The Grand Hallelujah Chorus then followed, and immediately after the National Anthem, after which the proceedings terminated. There was a grand ball at the Mansion House in the evening, at which the Prince was present and indulged considerably in the "light fantastic." On the following day there was a grand review of about 15,000 regulars. His Royal Highness, who was uniformed as colonel of the 10th Hussars, was received with the greatest enthusiasm.

The *Dublin Evening Mail* says: The circumstances under which Canada is represented at our great Exhibition are such as to deserve from all interested in its success special mention and consideration. The Parliament of that great province, before adjourning in March last, was occupied daily and nightly in considering the momentous questions of colonial union and the colonial defences. The former project was adopted by a vote of three to one, and in relation to the latter a prerogative was asked and obtained till the summer, to enable a delegation of the Canadian Cabinet to proceed to London, in order to come to some definite arrangement at once with Her Majesty's Imperial Government. A vote of credit was then voted, the sole and only item specified being the sum granted for the Dublin International Exhibition. This grant was placed at the disposal of the Hon. Mr. McGee, Minister of Agriculture, with whom were subsequently associated, by order in Council, the Rev. William Agar Adamson, LL.D., and Thomas Devine, Esq., F.R.G.S.—all three being natives of Ireland. The portion of the Exhibition building occupied by Canada, and indicated by the very handsome flag of that Province, forms the north-west gallery angle immediately fronting the grand staircase. One of the principal—if not the principal—feature of the collection is the very full display of economic and other minerals. We have here iron ores from Lakes Huron and Superior and from Marmora, in Central Canada and from Three Rivers in the neighbourhood of Quebec; copper, both native and in the ore from the great lakes, and from the district known as the Eastern Townships, which lies between Montreal and the American frontier; galena, plumbage, and phosphate of lime from Upper and Lower Canada. Building stones and marbles from Annapolis, Gloucester, Montreal, Portage-du-Fort, and Point Claire. A map specially prepared and colored for this exhibition, showing the various localities where the minerals are found, affords a pleasing index to the collection. Of the agricultural products of Canada there is also a fair display. Very fine samples of wheat, barley, rye, and other grains from almost every section of the province are conveniently exhibited in large glass vials. Specimens of flax, which is now coming generally into cultivation in the provinces, will also attract attention; as well as several specimens of native tobacco. In building and ornamental works, the province is well represented. There are samples, in solids and veneers, of oaks, pines, walnut, maples, &c., &c. There is also what must prove to the ladies a very attractive object—a collection of choice Canadian

furs arranged in mosaic. Several articles of fancy and ornamental work made by the aborigines may be said to possess a similar interest. There is a large collection of photographic views, for which the climate of Canada is so favorable, and a few water-color drawings of more than common merit; the subjects in both cases being mostly Canadian. We may resume at an early day our imperfect notice of this very interesting collection from Canada.

#### 6. GENERAL ROBERT E. LEE AND FAMILY.

Gen. Robert E. Lee was born in 1808, and is, consequently, 57 years of age. He graduated second in his class, in 1829, (Judge Charles Mason, of this city, and formerly Commissioner of Patents, standing first in his class,) and was assigned to the Engineer Corps as second lieutenant; in 1835 Assistant Astronomer, fixing the boundary line between Ohio and Michigan; in 1836 promoted first lieutenant; captain in 1838; chief engineer under Scott, in Mexico, and greatly distinguished, being promoted successively by merit, major, lieutenant colonel and colonel, for his gallantry; in 1852 Superintendent Military Academy; in 1853 transferred as lieutenant colonel of the new regiment of cavalry; March 16, 1861, promoted colonel of the First Cavalry; resigned April 25, following, and reluctantly embarked in the rebellion. The following are the children of Gen. Lee:—George Washington Custis Lee, about 33 years of age; Eary Custis Lee, about 30; Wm. Henry Fitzhugh Lee, about 27; Annie Lee, died at Berkley Springs in 1863 and would have been now about 25; Agnes Lee, about 23; Robert E. Lee, about 20; Mildred Lee, about 18; None of them have married except Wm. Henry Fitzhugh, whose wife Miss Charlotte Wickham, died at Richmond in 1863. The eldest son, George, graduated at the head of his class, at West Point, in 1854, and was a first lieutenant in the corps of engineers when he followed his father into the Southern service. William Henry was farming upon the White House estate which belonged to the Custis inheritance, when the war opened. He was commissioned second lieutenant in the Sixth Infantry in 1857, but resigned in 1859. Robert was at a military school in Virginia. The sons, it is well known, are all officers in the rebellion, the three surviving daughters are with their mother, who, it is believed has latterly been at Lynchburg. The *Albany Journal*, one of the General's most persistent detractors, thus, nevertheless alludes to his condition: The position of Gen. Lee, at the time of his surrender, must have been saddening indeed. His wife was within the Union lines. One of his sons, whom he loved with a manly tenderness, was dead,—another was in the hands of our troops, a prisoner. His personal property had been taken possession of by officers of the Government. The great army which his genius organized, and which he had led upon so many hard-fought fields, was beaten, dispirited, ruined. Nothing awaited him but complete humiliation, yet a generous people cannot fail to sympathize with a fallen foe in this hour of his supreme anguish and mortification.

#### 7. THE LATE CONFEDERATE SEAL.

The seal of the late Confederate States of America, the composition of which is by J. H. Foley, R. A., contains as a centre a representation of that statue of Washington which was executed by the American sculptor Crawford, and erected at Richmond. The figure is mounted and in uniform, as commanding in an engagement. It is surrounded by a wreath, beautifully composed of the most valuable vegetable products of the Southern soil—as tobacco, rice, maize, cotton, wheat and sugar-cane. The rim bears the legend, "The Confederate States of America, 22nd February 1862. Deo Vindica." The diameter of the seal is from three or four inches, and it is of silver.—*Art Journal*.

### VIII. Educational Intelligence.

#### CANADA.

—EDUCATIONAL INSTITUTION FOR CENTRAL CANADA.—At a meeting of Teachers and Local Superintendents held in Ottawa on the 19th of January last, of which due notice was given through the Newspapers, after mature deliberation, it was resolved to organize an Educational Institute for Central Canada, having for its objects: 1st, the discussion of practical questions connected with Education; 2nd, the reading of papers and delivery of Lectures on Educational subjects; and 3rd, taking such measures as may from time to time be considered necessary to promote the interests of the teaching profession. It has long been felt that an Association of this kind has been greatly needed in this section of the Province; and, looking at the good accomplished by similar Associations in other parts of Canada,

it is confidently anticipated that the one recently organized for Central Canada will, if properly sustained, prove highly beneficial not only to teachers but also to the public generally. The distance between the Central and the extreme Eastern and Western Counties of this Province has to a large extent prevented Teachers from this section from availing themselves of the advantages of other kindred Institutions; and it is thought that a sufficiently extensive field may be found in Central Canada in which to commence another. It is contemplated to have two meetings of the Institute during the year, one on the first Friday of July, the other on the last Friday of December, also to hold the meetings in different places as may be arranged by the members of the Institute. Many of the leading Teachers and other friends of Education have already expressed their hearty concurrence with the movement, and their intention of connecting themselves with it, as soon as it commences its operations. The first meeting of the Institute will be held in Ottawa, on the First Friday of July next. Parties are respectfully invited to attend and become a member, and in the meantime to communicate their intention of doing so to J. McMILLAN, Secretary.

— JOHN GORDON, Esq.—On Friday afternoon last the pupils of the Union School presented Mr. Gordon with a handsome testimonial, consisting of a silver tea pitcher, goblet, and salver, suitably engraved. All the scholars, and a few friends, being collected in Mr. Gordon's room at the school, Master W. Evatt, on behalf of the committee, read a very complimentary address. Mr. Gordon was much affected, and faltered several times during his reply. In addition to the above very handsome testimonial presented by his late pupils, a number of Mr. Gordon's friends waited upon him at the residence of Alfred Rubidge, Esq., on Monday evening last, and presented him with the following address, accompanying it with a purse containing, we believe, about \$100, as a parting token of esteem:—"To John Gordon, Esq., Head Master of the United Grammar and Common Schools, Port Hope: We, the undersigned inhabitants of Port Hope, have heard with extreme regret that your connection with the chief educational establishment of this county is about to cease, and that you intend leaving Canada at an early day. Under your superintendence for the last nine years, the schools of which you have charge have steadily flourished, and we have had the great satisfaction of seeing established in our midst an institution which affords to all classes the means of a liberal education in all the essential branches of learning. To you, in a very great measure, is due the success which has attended these schools, and their present high state of efficiency, and your name must ever be associated with the benefits they have conferred on the community. We bear cordial testimony to the zealous, faithful, and highly satisfactory manner in which you have at all times discharged the duties of your responsible office; and while we congratulate you upon the honourable position which has been awarded you in the mother country, we feel that in your departure the cause of education in this section of the country suffers a severe loss, and our town loses a useful and much respected citizen. We offer you our best wishes for the happiness and prosperity of yourself and your family in your future home, and we beg your acceptance of the accompanying trifling testimonial of our esteem and regard.—For the contributors, C. QUINLAN, Mayor of Port Hope." Mr. Gordon replied as follows:—"Port Hope, May 15th, 1865. Gentlemen—I thank you heartily for the very flattering address which you have just presented to me, and for the handsome gift which accompanies it. In looking back upon my labours in your midst during the last nine years, I cannot but feel that amid the many obstacles and drawbacks which must of necessity beset the teacher's path, much of the success and prosperity of your public schools is to be attributed to the kindly consideration and ready co-operation which I have uniformly received from the friends of liberal education in this town; and if I have any cause for regret now on the eve of my departure from amongst you, it is that I have not been able to bring the educational standard of the schools to that state of excellence which theoretically I feel convinced they must reach in due time. I cannot but congratulate you, however, on the possession of a regularly organized system of schools, graduated from the elementary to the highest grammar school department; and it is my fervent prayer, on resigning charge of them, that they may continue to flourish, and long be a blessing to the citizens of Port Hope. I beg to reciprocate your kind wishes for the future prosperity of myself and family, and remain, gentlemen, very faithfully yours, JOHN GORDON." It could not but be highly gratifying to Mr. Gordon to find that his labours have been appreciated, and that, in leaving Port Hope, he did so, bearing with him the good wishes of the entire

community. There was a large turn out of his friends on Tuesday evening last, on the wharf, to bid him and his family farewell, and to wish them God-speed on their journey. They leave by the *Hibernian*, which sails from Quebec on Saturday next.—*Port Hope British Canadian*.

— THE ONTARIO COLLEGIATE SCHOOL, in connection with the Diocese of Ontario, is in contemplation; and the Bishop is desirous of establishing it in or near Picton, in this County. A meeting was held in the Mechanics' Hall, on Wednesday evening last, for the above object—over which Captain Downes presided; and the purposes for which the people had come together were ably explained by the Rev. W. H. Smythe, who is the business Agent in the matter. The property of Mrs. Ryland, near the Town, is the location now in view, and it can be purchased for \$12,000. The proportion of this sum which will be required to be raised in this County, is \$8,000. A Committee was appointed to manage the matter, with Mr. Smythe for Secretary. The following Resolution was passed:

"That this meeting view with great satisfaction the proposal of having Ontario College established in the vicinity of Picton—a locality which need only be seen to convince all that his Lordship the Bishop of Ontario has fixed upon a most desirable site for such an Institution—and this meeting therefore pledge themselves to do their utmost to assist in providing the £2,000 of funds, the amount required of this town and county."

A meeting of the Committee was held yesterday afternoon, in the Sheriff's Office, at which the Bishop was present—having been previously invited. The question was asked his lordship, whether the purchase of the property above named was decided upon by him, or was it open to the selection of any other suitable site; and the reply was, that as it was his wish to open the College in October next, he thought it desirable to secure the Ryland property without delay. \$3,000 have been subscribed by a few individuals in Picton; and the Committee feel sanguine that the whole amount will be readily taken up.—*Picton Times*.

— QUEEN'S COLLEGE, KINGSTON.—We notice in the *Scotsman*, the name of Mr. D. James Macdonnell, of Canada, among those of seven gentlemen, who, out of twenty candidates, have after a strict examination taken the degree of Bachelor of Divinity in the University of Edinburgh. Mr. Macdonnell is a graduate of Queen's University, and has well sustained the honor of his *Alma Mater*, having also carried off the first and second prizes in two of the Edinburgh Theological classes respectively, besides distinguishing himself in a similar manner last year at Glasgow University.

— UNIVERSITY HONORS WON BY A CANADIAN.—The *Montreal Gazette* of Saturday has the following:—"We noticed some time ago that Mr. G. D. Redpath, of Montreal, had carried off the highest prize for sculling on the river at the University of Cambridge. But it seems that he trained not only his muscle but his brain also; for we notice that in the last examinations he went out with honors in the classical tripos. Although Cambridge has its chief *renommée* with the outside world for mathematical students, we believe it is an error to suppose that honors in the classical tripos are not as hardly earned there as at Oxford, or as the honors in mathematics at Cambridge itself. A disadvantage of our Canadian or of American students competing for classical honors in either of the great English Universities, is the lack of thorough training in all or nearly all of our schools in Latin versification, which counts for a great deal at both Universities. Spite of this, Mr. Redpath went in for honors and won them. To show how boating and study go together, we see it noticed that the man who took the highest double honors at Cambridge this year—being 18th wrangler and high up in the classical tripos as well—rowed No. 2 in the University boat at the recent contest between Oxford and Cambridge. It is the old maxim proved—*Mens sana in corpore sano*.

— UNIVERSITY OF GLASGOW.—We are pleased to see by the *Glasgow Herald* of the 29th ult., that our young townsman, Mr. Archibald E. Malloch of this town, has been adding laurels to his name. The prize and honor certificates of the university of Glasgow for 1864-5 are published in full in the *Herald*, wherein we find that Mr. Malloch has been awarded a first class certificate in both classes in the senior division of Anatomy; also a first class certificate of merit in surgery. He also ranks B.A. This must be very gratifying to Judge Malloch, as it gives evidence that his son must have attended well to his studies. In the same paper we see it stated that the Degree of Doctor of Divinity has been conferred by the same university on the Rev. William Snodgrass, Principal of Queen's College, Kingston, Canada.—*Brockville Recorder*.

— QUEBEC SEMINARY.—The gentlemen of the Quebec Seminary have

purchased a lot of land in the vicinity of the walls of that city, for the purpose of laying out a botanical garden in connection with Laval University. Their purchase contains 42 acres, and is very desirably situated.—*Montreal Gazette*.

— LAVAL UNIVERSITY.—Dr. Verge, who was appointed to succeed the late Dr. Nault as one of the professors of the Medical Faculty of Laval University, has arrived in Quebec, from Europe, where he has been, since last year, studying a number of special subjects, in order to fit him for his professional duties.—*Montreal Transcript*.

— LAVAL COLLEGE BOTANIC GARDEN.—The gentleman of the Quebec Seminary have purchased a lot of land in the vicinity of the walls of that city, for the purpose of laying out a botanical garden in connection with Laval University. Their purchase contains 12 acres, and is very desirably situated.

— HISTOIRE DU CANADA.—L'Abbe Faillon, who formerly resided at Montreal, has just completed, in Paris, a *History of Canada*, on which he has been engaged 27 years. It is in five volumes; two of which, at least, have already been printed, in magnificent style. It is said that the Gobert prize will probably be awarded, this year, to the author, on account of this work.

### BRITISH AND FOREIGN.

— PROPOSED ROMAN CATHOLIC COLLEGE AT OXFORD.—It is well known that Dr. Newman has recently purchased some land in Oxford for the purpose, eventually, if the scheme should find favour with his ecclesiastical superiors, of erecting a college there for Roman Catholics. Last week, we understand, a meeting of the Roman Catholic bishops was held at the residence of Cardinal Wiseman, to discuss the project in all its bearings; but a general opinion prevails that their views are in opposition to the liberal views of Dr. Newman. Meantime, the bishops have forwarded the result of their deliberations to Rome; but Rome usually is not very quick at sending answers to difficult and delicate questions, and some months will probably pass by before the English Roman Catholics will learn on the highest authority whether they can send their sons with a safe conscience to College at Oxford.—*Guardian*.

— MAYNOOTH COLLEGE.—The report of the visitors of Maynooth College—these being the Duke of Leinster, Archbishop Cullen, Sir Robert Peel, and Lord Chief Baron Pigott, C.B.—has just been issued. The superiors and professors at the date of the visitation, the 23rd of November last, were 20 in number. The number of students actually in residence was 517; the number on the books 535. Seventy candidates out of 82 who presented themselves in the present year have been admitted to a matriculation. Within the last three years 168 students have been ordained to the priesthood. The visitors again draw attention to the inadequacy of the public hall and of the college chapel, and of the poverty of the fittings of the latter. With this exception, and an expression of regret that the new infirmary remains unoccupied for want of funds to provide the necessary furniture, the visitors say the result of their visit has been satisfactory.

### IX. Departmental Notices.

#### USE OF AMERICAN GEOGRAPHIES NOT SANCTIONED.

According to previous notice, the Council of Public Instruction has withdrawn its sanction to the use of Morse's Geography in any of the public schools of Upper Canada. Hereafter it will not be lawful (after the copies now in actual use in any school are worn out) to use either Morse's or any other American geography in either the Grammar or Common Schools of Upper Canada. A violation of this order in any case, will subject the school concerned to the loss of its share in the Grammar School Fund or Legislative School grant, as the case may be.

The following books, published in Canada, have been approved and recommended by the Council of Public Instruction for use in the Grammar and Common Schools of Upper Canada:—

Sangster's National Arithmetic, in Theory and Practice, adapted to the Decimal Currency.

Sangster's Elementary Arithmetic, in Decimal Currency.

Sangster's Elementary Treatise on Algebra.

Lovell's General Geography; by J. George Hodgins, LL.B.  
Easy Lessons in General Geography; by ditto.  
School History of Canada and the other British North American Provinces; by ditto.

#### SCHOOL REGISTERS SUPPLIED THROUGH LOCAL SUPERINTENDENTS.

School Registers are supplied gratuitously, from the Department, to Common and Separate School Trustees in Cities, Towns, Villages and Townships by the County Clerk—through the local Superintendents. Application should therefore be made direct to the local Superintendents for them, and not to the Department. Those for Grammar Schools have also been sent to the County Clerk, and will be supplied direct to the head Masters, upon application to the Clerk.

#### NO PENSIONS TO COMMON SCHOOL TEACHERS UNLESS THEY SUBSCRIBE TO THE FUND.

Public notice is hereby given to all Teachers of Common Schools, or Teachers of the English branches in Grammar Schools, who are legally qualified Common School Teachers in Upper Canada, who may wish to avail themselves at any future time of the advantages of the Superannuated Common School Teachers' Fund, that it will be necessary for them to transmit to the Chief Superintendent, if they have not already done so, their subscriptions, at the rate of \$5 per annum for each preceding year, commencing with 1854, and at the rate of \$4 per annum for the current year's subscription. The law authorizing the establishment of this fund provides, "*That no teacher shall be entitled to share in the said fund who shall not contribute to such fund at least at the rate of one pound per annum.*" No pension will be granted to any teacher who has not subscribed to the fund, in accordance to the preceding regulations of the Council of Public Instruction.

#### TEACHERS' ASSOCIATION FOR UPPER CANADA.

The Teachers' Convention of Canada West will meet in Toronto on Thursday, the 8th of August, and not on the first, as announced in the Circular addressed to Teachers as a supplement to the May number of the *Journal of Education*. The necessity of this change arises from the fact that the summer holidays in the Common Schools commence on the first Monday in August, which this year does not occur till the 7th, the month beginning on Tuesday.

T. G. OHESNUT,  
Secretary, T. P. Association.

Toronto, 12th June, 1865.

#### NEW SCHOOL HISTORY OF CANADA.—GEOGRAPHIES.

JUST PUBLISHED: *An Illustrated School History of Canada, and of the other British North American Provinces.* By J. GEORGE HODGINS, LL.B., F.R.G.S. With sixty engravings on wood. Highly recommended by the press. Price 50 cents. The usual discount to teachers.

The publisher would call attention to the GREATLY REDUCED RATES at which the following works, by the same author, are now offered by the booksellers: *Lovell's General Geography*, with 51 coloured maps, 113 beautiful engravings, and a table of clocks of the world—price reduced from \$1 to 70 cents. This book is especially adapted for introduction into every College, Academy, and School in the British Provinces. Parents should see that it is in their children's hands.

*Easy Lessons in General Geography*; with maps and illustrations being introductory to *Lovell's General Geography*—price reduced from 60 cents to 45 cents.

*In Preparation*, by the same author: *Introductory Sketches and Stories*, for Junior Classes, taken from the History of Canada and of the other Provinces of British North America, for the use of schools. With numerous illustrations.

ADAM MILLER,

Upper Canada School Book Depot, 63 King St. East, Toronto.  
Toronto, April, 1865. [3rd. n. p.]

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All communications to be addressed to J. GEORGE HODGINS LL.B., *Education Office, Toronto*.

July 27,

# JOURNAL OF

Upper



# EDUCATION,

Canada.

VOL. XVIII.

TORONTO: JULY, 1865.

No. 7.

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## THE SCHOOLMASTER IN THE ARMY.

Among the inducements to enlistment in the British Army enumerated in the recent debate in the Commons on recruiting, besides good food, good clothing, and good treatment, was "good education." A small Blue-book, just issued, enables us to supply information as to how far the educational system of the army answers its ends. It is the second report of the Council of Military Education on army schools, libraries, and recreation-rooms. The first report was issued in December 1861; so that the present is a record of the progress of three years, and it is, on the whole, a very satisfactory record.

The conditions of military service imperatively require that the educational machinery should adapt itself to their peculiarities. The school must accommodate its hours to the demands of drill, parade, sentry, and all the other multifarious duties required of the soldier in barracks. The recruit must master his military work in the first place: reading, writing, and arithmetic, if they have not come to him by nature, must be postponed till he has been made a competent shooting-machine. The army schoolmaster is thus placed at a considerable disadvantage, even in comparison with other teachers of adult pupils; and his work must be estimated with allowance for these drawbacks. These disadvantages he does not, of course, experience in regard to the children of the regiment, who are pretty nearly as much at his command as ordinary school children. It is to his work with adults, therefore, that interest mainly attaches; though the education of soldiers' children is also, of course, in itself important enough. Nearly forty-two thousand men and

sixteen thousand children were, by the latest returns, receiving education at our army schools. It serves to show, were other evidence wanting, how largely the army is recruited from the lowest ranks of the population, that within a fraction of 19 per cent. of our soldiers can neither read nor write, nearly 20 per cent. can read only, 54 per cent. can both read and write, and only  $7\frac{1}{2}$  per cent. have a superior degree of education—in short, every second man who enters the ranks may be said to be totally uneducated. It is satisfactory to know that it will be his own fault if he continue so deplorably ignorant; for the army schools not only afford him an opportunity of acquiring the elements of ordinary education, but, by arrangements for special classes, supply to men showing zeal and aptitude the chance of so far advancing in instruction as to fit themselves for superior duties. For example, in an inspector's report of the schools of the 32nd Light Infantry, it is stated that nearly all the men who entered a special class organised in May 1863 were, within twelve months, "raised above their original station, the majority having become non-commissioned officers."

It is, we have said, the soldier's own fault if he does not, soon after enlisting, make himself able to read and write. But the responsibility rests with himself. Formerly, it was the practice to compel all recruits to attend the schools, but since 1861 this compulsory system has, rightly or wrongly, been discontinued. The result of its discontinuance has not been at all satisfactory. A table of attendance of adults at the schools given in this report shows, as compared with a similar table in their first report, a falling-off in the average number of pupils of 16 per cent.; and in the average number daily attending, a falling-off of 18 per cent. No explanation is given why recruits are not now, as formerly, compelled to take advantage of the educational opportunities provided for them. It may have been thought that voluntary attendance is morally more desirable and satisfactory; and so, no doubt, it is; but in everything the soldier is so much the creature of control, depending so much for the discharge of all his duties on the orders of his superiors, that command becomes to him almost a necessary moral support. And his will being, in everything that presents itself in the shape of regimental duty, almost as subject to rule as the movements of his limbs are to the call of the drill-sergeant, he would probably receive orders to learn his letters with as little reluctance as he goes to learn the goose-step, and would be equally attentive in either case. The temptation to return to the compulsory system is certainly great when we



learn that "the most elementary education is still required for more than 30 per cent. of the men in the ranks."

Army schoolmasters are of two classes—the superior, or superintending schoolmasters, being commissioned officers with the relative rank of ensign; while the ordinary schoolmasters take rank as non-commissioned officers next below regimental sergeant-majors. The total number of schoolmasters is 226, of whom 18 are superintending schoolmasters. The superintendents are selected from the general body by merit alone. Besides this male staff, there are 205 schoolmistresses, 27 female pupil-teachers, and 98 monitresses. In all matters military, uniform is considered of much importance. It does not appear that the schoolmistresses are required to wear any outward sign of their semi-military calling; but the dress of the schoolmasters is under strict regulation:—

"Army schoolmasters, being enlisted soldiers, with the rank of non-commissioned officers, are required to appear in uniform. The dress first established—viz., a blue frock-coat with braid, silk sash, sword and waistbelt, and forage cap with red cloth band, was found to resemble too much the undress uniform of a commissioned officer, and gave rise to inconveniences which were complained of by commanding officers, and even by some of the schoolmasters themselves. In 1863, His Royal Highness the Field-Marshal Commanding-in-Chief, with the concurrence of the Secretary of State for War, was pleased to approve of a dress more in accordance with the military rank of the schoolmaster—viz., a blue frock-coat as before, with chevrons (on both arms) of the colour and pattern of the chevrons worn by rifle regiments. The sash was suppressed."

The number of army schools is 404; and each school is inspected at least once a year. 50 per cent. of nearly four thousand adult scholars inspected by Major Gleig are reported to have read fluently, and about 10 per cent. could write correctly to dictation, which is not bad, considering that the average amount of schooling for a soldier is only about three and a half hours per week. It is the difficulty of securing a longer attendance at the ordinary classes which has suggested the formation of special classes, and these already in operation in several corps the Council desire to see extended to all. Those admitted to the special classes are selected for their good conduct and the promise they give of becoming good non-commissioned officers. They are allowed to attend school at least two or three hours a-day, three men from each company being the average number admitted to this privilege—

"After a period varying from six to nine months, the men composing it will be found sufficiently advanced to be dismissed, and another similar class can be formed. By this means, a large body of men in every regiment may, in process of time, be fairly educated, and the school will then have conferred upon the regiment a direct advantage which can hardly be over-estimated—that of having a large field for the selection of well-educated non-commissioned officers."

Besides the example of the beneficial effects of those special classes to which we have already referred, we find it stated that in the second battalion of the 12th Regiment a special class was formed in November 1862, and within a year thirty of its scholars were promoted to become non-commissioned officers.

Beyond those direct and elementary efforts, the Council superintends and reports upon other means for the educational and social elevation of the soldier. The innocent and improving evening recreations which have now become common among civilians of a like rank of life, have very properly been introduced and encouraged in the army. During the winter of 1863-4 no fewer than 1052 popular lectures were given to the troops at the fifty-six stations at which the lecturing system has been established; and it is very gratifying to find that the army contains within itself intellectual resources sufficient for a full supply of these lectures. Of the lectures just mentioned, 43 were given by officers, 58 by chaplains, and the remainder, or nine-tenths of the whole, by army schoolmasters—a result, as the Council remarks, "highly creditable to that body." Exhibitions of magic-lanterns, concerts, and readings from poets and novelists, diversify the entertainments. A complete system of garrison libraries and recreation-rooms has also been introduced within the last three years, and is now in general operation with the most satisfactory results. The garrison libraries already contain 160,446 volumes, and the circulation of books among the men during a single quarter amounted to 92,971 volumes. The literary tastes of these soldier-readers appear to run much in the same channels as those of other frequenters of public libraries: works of fiction are their chief favourites; after these, voyages and travels; but poetry and general literature are by no means neglected.

The recreation rooms are intended to fulfil to the soldier the functions of a civilian working man's club. They are the public parlours of the barracks, and are supplied at the expense of Government with furniture, games, utensils, fuel, and light; but the

soldiers' subscriptions are the funds through which a supply of newspapers, periodicals, writing-paper, &c., is obtained. Though the system is yet comparatively in its infancy, and many of the present recreation-rooms are mere spare barrack-rooms and huts, the number of soldiers subscribing to the rooms is already no less than 40,800. When the system is fully developed, each regiment will possess a building 130 feet long by 33 feet broad, containing two commodious rooms for reading and games, besides a bar for refreshments, which consist of tea, coffee, ginger-beer, lemonade, bread, cheese, butter, biscuits, eggs, bacon, ham, and cold meat. The description of one of those recreation-rooms—that belonging to the Royal Horse Artillery Depot, given in an appendix to the report—is quite inviting, with its comfortable furnishings, its table covered with newspapers and periodicals, inkstands and blotting-pads, with a fresh-water filter in the centre, and at a corner "a swivel knife for cutting tobacco." When the library and recreation rooms are in full operation, each regiment will have "an institute within itself, managed by the non-commissioned officers and men, under the general supervision of the commanding officer, where men may occupy their leisure hours in profitable reading or in harmless amusements, free from all irksome restraint, and subject only to such regulations as are absolutely necessary for the maintenance of good order and respectability." Such provision for rational and innocent recreation cannot fail to prove a formidable rival to the grog-shop, and all its debasing accompaniments, which has hitherto been the soldier's almost only resort in the hours of leisure and sociality.—*Edinburgh Scotsman*.

## 2. MILITARY INSTRUCTION IN CANADIAN SCHOOLS.

It has come to be generally conceded, and the concession is one of the facts which have been forced upon us by the troubles on the other side of the border, that for the permanent safety and credit of this country, as of all others, some description of defensive organization is absolutely essential. Opinions may differ possibly, in some slight respect, as to the extent we should carry this idea; but all parties are agreed that some defensive preparations are necessary. Thus the party which, in 1862, threw out a Militia Bill, signalized their advent to office by the introduction of a measure designed to promote the volunteer spirit of the Province. They subsequently introduced another Bill, making still further provision for an effective militia, and organized the military schools which have proved of so much practical advantage to the country. Thus both the political parties are pledged to an efficient and thorough measure of defence, and in being so pledged they reflect the unanimous feeling of the people of Canada.

The problem which, in a new country like this, we have to solve is how we can secure the largest and most efficient organization of our Militia, at the smallest cost, and the least inconvenience to our people. It is in the highest degree important that the militia of the country should at once be put, and at all times kept, in such a state of efficiency as would place us in a position to resist any probable attack; but the danger which we have to avert is that of falling into the idea that defensive organizations were only necessary while the people to the south of us were at war, and had large armies in the field. We sincerely hope that the likelihood of trouble arising between the United States and the mother country is exceedingly remote; and indeed we believe that the relations of the two countries were never more friendly than they are at this moment, a friendship most likely to be endured because based upon sentiments of mutual respect. But as has been frequently said, no people can be truly independent, or truly free, who are content to trust the continuance of that independence and that freedom upon the forbearance of a neighbouring nation, least of all of a nation whose system of Government renders it so liable to the influence of popular passions, as does that of the neighbouring republic.

In view of this, we are glad to notice by the *Montreal Gazette* that Mr. Meredith, the able assistant Provincial Secretary West, has been using his great abilities to lay before the people of this country the importance of the subject of military instruction in our common schools. Mr. Meredith embodied his views in a paper which he read before the Literary and Historical Society of Quebec, and which has been considered of sufficient importance to be printed in pamphlet form for the distribution throughout the country. We have not had the advantage of seeing the pamphlet, but from the statement of its character and objects, given by our Montreal contemporary, we sincerely hope that it will receive an extensive circulation. The learned gentleman appears to have dealt with the subject in all its aspect and to have availed himself largely of the views of Mr. Chadwick, whose efforts in behalf of short hours for the young operatives of England, and of short school time and military instruction in the schools for the youth of the nation, have been crowned with so much success, and have promoted to so large an extent the amelioration of the classes in whose behalf he has

laboured. Mr. Chadwick gives some strong arguments, based on the physical well-being of the youth of the country, in favour of this early instruction in Military and naval drill, which are thus summed up by Mr. Meredith:—

"1. Sanitary.—That the drill is good (and for defective constitutions requisite) for correction of congenital bodily defects and taints, with which the young of a very large proportion of our population, especially the young of the poorer town populations, are affected; and that for these purposes the climbing of masts, and other operations of the naval drill, and swimming, are valuable additions to the gymnastic exercises of the military drill, and when properly taught are greatly liked by boys.

"2. Moral.—That the systematized drill gives an initiation to all that is implied in the term discipline, viz: duty, order, obedience to command, self-restraint, punctuality, and patience.

"3. Economical.—That it is proved, when properly conducted by supplying the joints, rendering the action prompt as well as easy by giving promptitude in concurrent and punctual action with others, to add, at a trifling expense, to the efficiency and productive value of the pupils as laborers or as foremen in after life."

When to these great advantages are added the fact that this system of military instruction in the public schools, affords a cheap and certain method of increasing the military strength of the country, the arguments in its favor are certainly very strong. To make it effective, this class of instruction should be made compulsory in all the Grammar and superior schools; should, in fact, be made the condition of their receiving aid from the public fund; and in the common schools special advantages should also be afforded to all schools providing for this instruction.

We are glad to know that the subject has already engaged the attention of our educational authorities in Canada, both Upper and Lower. Referring to this, Mr. Meredith, as we learn from the summary of his pamphlet published in the *Gazette*, made these remarks:—

"In view of the present crisis of our national history, it is satisfactory to know that in Canada some steps are being taken towards 'putting our house in order.' In both sections of the Province the able Superintendents of Education have, of their own accord, established military drill in a large number of grammar and common schools throughout the country. In the *Journal of Education* for Upper Canada, many admirable articles on the subject of military drill in schools have from time to time been published. The Chief Superintendent of Education in Upper Canada informs me that eighteen grammar schools reported military drill as a part of their course of training in 1863, and he also states what is perhaps even more important, that during the last six months of 1863, the students in the Normal School have formed themselves into a drill association, which, he adds, will doubtless contribute much to the general introduction of military drill into the common schools in Upper Canada. The same has been done at Jacques Cartier Normal School here. In connection with the movement may be mentioned the encouraging fact that the companies which have been formed in the schools and colleges, both in Upper and Lower Canada are amongst the most proficient in the Province, and that they have received high encomiums from the military officers who have inspected them. This is, indeed, only what might have been anticipated. Col. Wily, of the Adjutant General's Department (himself an experienced soldier) on whose authority the preceding statement is made, has long earnestly advocated the introduction of military drill into schools, and cites as a proof of the practical results of the system, the admitted superiority of the militia of the channel islands, particularly the Island of Jersey, of which he is a native."

We sincerely hope that an object so important will not be forgotten in the discussions which must take place during the next session of Parliament on the subject of defence. It is one of the utmost importance, and may well challenge the best thoughts of our best statesmen to reduce its advantage to practical effect. When we can promote the health, and at the same time increase the usefulness of the youth of the country as an arm of defence, by means of military instruction in our Common Schools, few will be found ready to oppose its enforcement by legislative enactment.—*Hamilton Spectator*.

### 3. U. C. NORMAL SCHOOL DRILL ASSOCIATION.

This association was recently inspected by Brigade Major Denton. The members present numbered some fifty men. This organization has now been in existence for two years, and has been the means of imparting to a large number of students a practical knowledge of drill. Each of these students, on leaving the institution is placed in charge of a common school and is thus at once in a position in which the military knowledge he has acquired may be made available for the instruction of the youth of the locality.

Much attention is now being drawn to the subject of drill in the schools of the mother country and the neighbouring States. It is desirable that the Canadian schools should adopt the same policy, and this association will prove useful in disseminating throughout the country a body of competent instructors. The officer in command of the company at the inspection, Mr. Osborne, holds a certificate from the military school in this city. A number of company movements were very creditably executed and very great progress was visible since the inspection of last year. At the close of the inspection the Brigade Major addressed some words of encouragement and advice to the students, who presented an address to their veteran instructor Major Goodwin, in which their sense of his services was gracefully expressed. Although the fiftieth anniversary of Waterloo is now at hand, Major Goodwin is still as energetic and useful as ever.—*Toronto Leader*.

### 4. COL. COFFIN'S WAR OF 1812.

We learn, with pleasure, that the library committee of the legislature has, in just appreciation of the merits of Col. Coffin's "Chronicle of the War of 1812," ordered a considerable number of copies for distribution, exchange, &c. This is a becoming tribute, not alone to the graphic skill of the writer, but to the patriotism of the publisher, Mr. Lovell, who has produced, at a most opportune moment and at much expense, a book which ought to be found at every fire-side, and in the hands of every schoolboy in Canada. We trust that it will have the effect of hastening the publication of the second volume.—*Montreal Gazette*.

## II. Papers on Education in Canada.

### 1. PROGRESS OF EDUCATION IN CANADA.

At a recent dinner at Toronto to the Delegates from the Canadas to the Commercial Convention at Detroit, the Hon. Mr. McMaster was called upon to respond to a toast. He said he could not refrain from making a few remarks in connection with a toast he intended to propose. All would admit that they owed much to the educational interests of this city and country. (Applause.) He well remembered that thirty-five years ago there was not a common school in Upper Canada. At the present time he was pleased to be able to say there was not less than four thousand common schools in Upper Canada. (Applause.) And he might say without fear of contradiction that the educational institutions of this country were at the present time equal if not superior to those of any on the continent of America. (Applause.) And as an evidence of the deep interest felt by the people of Canada in the welfare of the common schools he pointed to the fact that about one million three hundred thousand dollars were annually expended in their maintenance. (Applause.) He took great pleasure in proposing "the educational institutions of Canada." The toast was drunk with much enthusiasm. Dr. McCaul said it afforded him much pleasure to respond on behalf of the educational institutions of Canada, and more particularly on behalf of the institution with which he stood connected. (Applause.) In referring to the educational institutions of Canada, the honourable gentleman said they were only in their infancy; but the time was coming when they would bear fruit in rich abundance. He was glad to know that the delusion that the higher branches of education were not beneficial to men in every position in life, was disappearing rapidly from the public mind. (Applause.)—*Leader*.

### 2. EDUCATIONAL STATISTICS OF UPPER CANADA, 1864.

No. of children of school age in Upper Canada, 1863 ...	412,000
Do. do. do. 1864 ...	424,000
No. of children attending school in 1863.....	322,000
Do. do. 1864.....	333,000
Local aid to Common Schools in 1864, by rates, &c., about .....	\$1,275,000
Estimated total expenditure in 1864.....	1,440,000

Libraries have been established all over Upper Canada and in some back townships whose names are scarcely known.

Library books sent out up to end of 1863 .....	205,000
Do. to end of 1864 (or 8,939 for the year).....	208,300
Do. for six months of 1865 (or nearly 3,000 for six months) .....	2,852
Prize books sent out in 1860 .....	20,000
Do. do. 1861 .....	26,000
Do. do. 1862 .....	29,000
Do. do. 1863 .....	32,000

Prize books sent out up to end of 1864.....	33,500
Do. for the six months ending June, 1865 .....	18,200
Total library and prize books sent out up to end of 1864	374,000
Do. to end of June, 1865.....	395,000
Value of books, maps and apparatus sent out during 1863	\$23,300
Do. do. do. 1864	23,600
Total value of do. sent out up to end of 1864 .....	\$319,000

### 3. LORD MONCK ON EDUCATION.

The corner-stone of the new High School in Quebec was laid by the Governor General on Wednesday last. As our Quebec correspondent telegraphed, there was a large attendance of spectators and the ceremony was exceedingly interesting. His Excellency made a speech on the occasion, which we find reported in the *Quebec Chronicle*. He said that it afforded him much gratification to take part in the ceremony of to-day, because it gave him sincere pleasure to be enabled to evince his sympathy with an object which was deemed important by the citizens of Quebec, and because, also, it gave him an opportunity of expressing the deep interest he felt in the spread of educational facilities among the people of this province, and more especially of that particular class of education to which the building—the corner-stone of which had just been laid—was to be devoted. He was, however, impressed with the idea that it was not necessary for him to say much here on the great importance of education. It was not the least creditable feature in the administration of the public affairs of the British North American provinces, that such ample provision, such munificent grants, had been made in favour of popular education. Nor did he confine his remark in this respect to those countries which still continued their connexion with Great Britain. The same observation extended in its fullest sense to those States which had severed that connection, for he believed that it was truly stated that in no country in the world was there a more general diffusion of educational training than in the neighbouring or Northern States. He would not, as he had already stated, take up the time of his hearers by commenting upon the general benefits of education; but there were, however, one or two points connected with the bearing of the advantages of education on the administration of public affairs, to which he might devote a few words. There were, in the first place, the vast advantages of education in connection with the industrial resources of the country. We have resources, but they are only partially developed. By means of education we might hope to bring to the work of that development all the advantages of superior intelligence and recent scientific discovery. Even in the lowest description of handicraft, the educated man enjoyed a vast advantage over his uneducated competitor, and what was true of the lower was also true of the higher branches of industry. The second important consideration bearing upon the importance of popular education was this—there were few countries, indeed, where the influence of the great mass of the people acted more directly upon the administration of public affairs than this country. Therefore, the people ought to be able, by means of educational training, to avail themselves in an intelligent manner, of the great power and privilege placed in their hands. No person could have watched carefully the great events which have transpired during the last four years, in the neighbouring country, without at once seeing and understanding how thoroughly the great mass of the people there comprehended the object at issue, the wonderful tenacity with which they adhered through all dangers and difficulties to the pursuit of that object, the many sacrifices they made, and the ready obedience which they paid to their leaders. He believed these results were mainly due to the great extent to which education had permeated all masses of the community and to the vast spread of educational information amongst them. This had proved the means of carrying that nation through a condition of war, and he was satisfied that it would also afford the best guarantee for the continuance of that state of peace and friendship which, in the language of their President, (he was not sure as to the precise words, but such was the meaning) ought, in the best interests of civilization, to exist between the two great branches of the Anglo Saxon family. He was rejoiced to observe the proposed extension of this institution. In our age, no advantage of wealth nor birth could allow men to continue in a position of leadership among the people, unless they could vindicate their claim to superior intelligence based upon a thorough education; and he was therefore glad to see that they manifested such a proper appreciation of those qualities which suited men to the rank of leaders of the people. Holding these views it afforded him very great pleasure to lay the corner-stone of their new high school, and he sincerely trusted it would long continue to confer benefits on the citizens of Quebec. (Loud cheers.)

### 4. HAMILTON CITY SCHOOLS.

On the 17th the writer made a visit to the Central and Ward

Schools of this City. The central School Building is very beautifully situated on the rising ground on Peel street, between Bowry and Charles streets. It is two stories high, built of cut stone, and presents a most creditable appearance. The grounds in front of it are neatly laid out and planted with trees and shrubbery, while the yards are well gravelled, and make most convenient and useful playgrounds. Everything about the School,—yards, sheds, grounds garden, &c.,—are in capital order—clean, neat, and arranged with good taste. This is more important as many of the towns surrounding Hamilton naturally look to it as a model for their educational institutions.

The whole School system of the City (of course excepting the dissentient and private schools,) is under the supervision of A. Macalium, Esq., B.A. He it is who selects and recommends the teachers. With a view to securing uniformity among them all, the teachers are almost without exception selected from those who have been trained at the Provincial Normal School, so that from the smallest child who is learning their A, B, C, in one of the Primaries, all are being taught by a uniform system, which should they, after passing through the higher divisions desire it, will have served as stepping stones to honors in our Provincial Universities. Nor are the efforts of the teachers directed alone to the communicating to their pupils a certain amount of learning. Very great pains appears to be devoted to the manners and habits of the children. Of necessity in so large a school, it is not possible to have each child all one would desire; but as a whole, we believe; a more intelligent and mannerly-looking lot of children could not be turned out from any other school on the continent.

Connected with the school is a very good library, supplied by the Educational Department by grants made from time to time by the Board of School Trustees. It contains about thirteen hundred volumes. There is also a very complete apparatus for the illustration of the lessons in Natural Philosophy, &c., also supplied by the Department. On one afternoon in each week, the several clergymen of the city attend at the school, and instruct the children belonging to their congregations in religious subjects.—*Hamilton Spectator*.

## III. Progress of Education in America.

### 1. NEW BRUNSWICK SCHOOLS.

The report of the Chief Superintendent of Schools in this province for the present year, has just been issued. In the winter half of the year commencing 1st October, 1863, there were 744 schools in operation throughout the Province, or 15 more than in the corresponding term of the previous year. In the summer term there was an increase of 32 schools, the number 816 against 784 in the corresponding term of 1863. The number of teachers employed in the same term was 823, 418 male and 405 female. Of these 277 were married and 546 single. The number of married male teachers is 12 in excess of the number single, but of female teachers only 62 are married, against 342 unmarried. The number of trained teachers is 580, and of untrained 243. The number of pupils in all the schools of the Province, for the term ending September, 1864, was 30,303 males and 13,830 females, an increase of 2,060 over the previous year. The public expenditure on account of schools for the year amounted to \$80,144.42, or about \$2.82 on the average for each pupil. The local contributions for the support of schools during the same period amounted to the sum of \$105,684.29, being an over issue of \$5,566.29 over the previous year.

### 2. CONDITION OF EDUCATION IN AMERICA.

(Extract from a paper recently read before the London College of Preceptors, by Mr. J. H. Siddons.)

From the earliest period of the settlement of Englishmen in the northern parts of America—now called “the New England States”—the education of the people has been considered the indispensable basis of their welfare and happiness; and to the exertions of the pastors and governors in that respect the Americans unquestionably owe all their immense prosperity. The North has been enabled to withstand the most tremendous strain upon her resources for four long and anxious years. Massachusetts, the old Bay State, where the feet of the pilgrims were first planted, is singularly fitted to endure taxation. Her wealth is enormous. And whence came it? asks Horace Mann, one of the most active promoters of education during the present century. I will give you the reply to this pregnant question in his own words:—

“Whence, I ask, comes all her wealth?—that golden mean of property which carries blessings in its train to thousands of householders; which spreads solid comfort and competence through the dwellings of the land; which furnishes the means of instruction, of

social pleasures and refinement, to the citizens at large; which saves from the cruel sufferings and the more cruel temptations of penury. The families scattered over her hills and along her valleys have not merely a shelter from the inclemencies of the seasons, but the sanctuary of a home. Not only food but books are spread upon their tables. Her commonest houses have the means of hospitality; they have appliances for sickness, and resources laid up against accident and the infirmities of age. Whether in her rural districts or her populous towns, a wandering native-born beggar is a prodigy, and the millions of dollars deposited in the Savings Institutions do not more loudly proclaim the frugality and providence of the past than they foretell the competence and enjoyments of the future.

"One copious, exhaustless fountain supplies all this abundance. It is EDUCATION—the intellectual, moral, and religious education of the people. Massachusetts has mined into the human intellect, and, from its limitless resources, she has won more sustaining and enduring prosperity and happiness than if she had been founded on a stratification of silver and gold, reaching deeper down than geology has yet penetrated. From her high religious convictions she has learned that great lesson—to set a value upon time. Regarding the faculties as the gift of God, she has felt bound both to use and improve them. Mingling skill and intelligence with the daily occupations of life, she has made labour honourable; and, as a necessary consequence, idleness is disgraceful. Knowledge has been the ambition of her sons, and she has revered and venerated the purity and chastity of her matrons and her daughters. At the hearth-stone, at the family table, and at the family altar—on all those occasions where the structure of the youthful character is *built up*, there sentiments of love for knowledge and of reverence for maidenly virtue have been *built in*; and there they stand, so wrought and mingled with the fibres of being, that none but God can tell which is Nature and which is Education; which we owe primarily to the grace of Heaven, and much to the cooperating wisdom of the institutions of man."

These sentiments, uttered a quarter of a century ago, found echo in the hearts of all true Americans, and led to the establishment of a system of public education which, though still faulty, is without a parallel in the civilized world.

The number of public schools in the United States is regulated entirely by the extent of the population. There are no penurious grants, by the amount of which the degree of education is to be determined. The numerical strength of the children in a State settles the outlay. Everybody has a right to be taught—a right inherent in his citizenship. The Land Revenue (the only tax known to the Americans, before the financial pressure of the war created fresh demands upon the people) supplies the funds for education as for everything else. To this revenue everybody more or less contributes, in the shape of rent of farms, manufactories, fields, houses, and lodgings, and therefore everybody has a claim to the privileges which the contribution confers. Thus, though the schools appear to be gratuitous, they are, in fact, entirely supported by the people; and no man, be he native or foreigner, who sends his child to be educated therein, is humiliated by the reflection that he is accepting a charity.

In the city of New York, with a population of less than a million souls, there are fifty or sixty large public schools, besides many smaller ones, affording instruction to upwards of a hundred thousand boys and girls from the age of six or seven to that of eighteen or twenty.

The public school-houses are for the most part spacious mansions. All over the United States the people take an honourable pride in these edifices. As we travel through England the eye is often caught by some magnificent building embosomed in trees, or standing on a slight eminence, with a lawn sloping from its base. That is found to be either a nobleman's or gentleman's country seat, or a charitable asylum. As we approach the towns in America we behold a glorious edifice, of simple but stately architecture, surmounted by a turret or dome. Depend upon it that is the school-house.

These educational palaces are almost uniform in their style. They consist of three, or, as we should say, of two stories, for in America the ground-floor is counted as a story; and sometimes there is a basement, in which the janitor or custodian resides, and where the children play in the intervals of study.

The ground floor, fitted with forms, a teacher's platform, black boards on swivels, or slate let into the walls, and instructive pictures decorating the intervals, is appropriated to the primary department. This is usually presided over by a lady, with a staff of four or six assistants. Here little urchins of both sexes—the offspring of people of all conditions of life—are inducted into the rudiments of knowledge. Upon the floor above we come to the second class, where a considerable step in advance is made; and at the top of the house—the summit of Parnassus—the highest description of instruction is imparted. We thus gradually ascend from A B C to

Logic, and Latin, and Logarithms. The education given in the Institute accordingly comprehends reading, writing, arithmetic, orthography, algebra, mathematics, history, geography, astronomy, natural philosophy, the Latin classics, sometimes French, and rhetoric. Religion, in a place where youth of all persuasions come to drink of the Pierian spring, is necessarily in a great measure discarded. So much, however, of the old Puritan sentiment remains as to make the Bible a part of the furniture of each large school-room, and the exercises of the day always commence by the Principal's reading a chapter. Then follows the Lord's Prayer.

There is much of military precision in the scholastic exercises. The hour for the commencement of operations is generally nine in the morning. Some minutes before the hour the pupils arrange themselves, or are arranged by their teachers, in files in the ante or class-rooms, or on the stairs, and as the clock strikes they march in to the music of a piano, which stands upon a platform a little lower than, and in front of, the desk of the Principal, and at which a lady teacher presides. The music continues until all the pupils are in the room standing at the sides of their respective seats and desks. A touch of the Principal's bell commands the halt; and at a second touch the pupils seat themselves. After the prayer, and the singing of a hymn or patriotic song, the bell commands the separation of the classes to their respective rooms, each of which is under the management of a separate teacher. Each rises in order, and marches off (with piano accompaniment), leaving the Principal to examine his or her Reports, and proceed to the instruction of the upper students. The girls' and boys' schools are entirely separate, excepting in the instance of the primaries, where they are often united. With occasional breaks to enable the pupils to jump about, eat their lunch, &c., while the school-room windows are thrown open for the purposes of purification, the business of the day goes on until three o'clock, when the young people are dismissed to their homes.

The staff of teachers is considerable. There are seldom fewer than from sixteen to twenty in each building. They are all very earnest in their work, and take much pride in its performance; for in America the educator is honoured as one of the most important functionaries in the State. The pay ranges from £40 per annum, for the youngest and least competent of the teachers, to £350, the salary of the Principal, if a gentleman. Lady Principals receive less—upon what principal I never could understand. But these sums do not represent their entire incomes. The early hour at which they are dismissed from attendance at the school enables them to devote considerable attention to private teaching—to literature—i. e., to writing for the newspapers and periodicals, or to other pursuits. In the vacations they go into the country and give instruction in village institutions which are in their infancy, or which are not well provided with an efficient staff. To "teach school" is not only a means of eking out an income, but it is a matter of pride with the Americans. There are few eminent judges, bishops, and statesmen whose biographies do not tell us that in the incipience of their career they "taught school."

The eagerness to acquire knowledge is as great among the young people as is the readiness of the teachers to impart it. In the Western States, where Colleges for instruction in law and medicine are in part supported by small fees, the students will rise at five in the morning, and cut wood for the farmers, or consecrate their evenings to service in stores and factories, that they may get the means of paying for extra attainments. The conviction that toil is to be the purchase of the national apotheosis is general. The strength and power of bone, and brain, and muscle, and their faculty of continuous and profitable, nay more, of early and rapid action, is the grand idol of American social worship. Hence, erroneous ideas respecting the value, employment, and true economy of time. It is deemed desirable that the boy should early commence and continue with unintermitting industry, laying the foundation of his future career, that the special training which it requires should immediately follow, to be undergone with equal assiduity, and that little, if any, pause or breathing time should be allowed so long as aught of mental or physical ability remains. One of the necessary consequences of this is seen in the want of thoroughness and permanence in the attainments themselves, and the superficial mode of their acquisition. In their zeal and haste to lengthen out the catalogue of their positive qualifications, the American youth overlook the important truth that, within certain limits, the broader the basis, the more careful, judicious, and catholic the taste displayed in the selection of materials, and the more deliberate the process of construction, the more durable and slightly the edifice becomes.

But it is not alone to the desire to acquire much knowledge at an early period and in a brief space, that we must ascribe the superficiality of American attainment. The teachers are not always selected with judgment, or with special reference to their fitness. The blind thus lead the blind. The School trustees, with whom



the nominations rest, are often (especially in New York,) ignorant and corrupt men, who have obtained the dignity through the votes of a constituency chiefly composed of Irishmen and German Jews, themselves the scum of European society, who have earned the suffrage by a five years' residence in the States. Once elected, the trustees bestow their patronage on those who will requite the favour with pecuniary or other douceurs. Last year several of the trustees of one district were summarily ejected by the Board of Education on account of their having sold the teacherships for "gold to underservers;" and in more than one instance the beauty of the young lady-teacher was the inducement to preferment, followed by elopement. It is otherwise in New England, where the select men deal honourably with their trusts, and only choose the most worthy. Still there is much deficiency in the instructor, and in nothing is this more apparent than the orthoëpy of the American. Although the dictionary of Dr. Worcester is accepted as the best authority for a correct pronunciation—founded as his accentuation is upon the examples of Walker, Sheridan, and others, who have made the utterance of good London society the standard for all who speak the Anglo-Saxon tongue,—the instances in which the American teachers vary from the English practice in the pronunciation of common words are very numerous indeed. Accent is the ligature which binds our English syllables together, and cannot be loosened without a sacrifice of grace, sense, and harmony. As illustrative of this observation, I would adduce the pronunciation of such words as *recess*, *pretext*, *finance*, *museum*, *combative*, *oratory*, *declamatory*, &c., &c. The stress upon the first four words is invariably laid by the Yankees on the *first* syllable. In the fifth word the emphasis is placed on the second syllable, and in the others the stress is laid on the penultimate. It is not worth while to go into Dr. Marsh's defence of these peculiarities, and allow of the force of climatic influences in regulating cadence: it is sufficient that, in practice, the teacher and his or her pupil deviate from their own acknowledged standard. So with the possessive pronoun *my*. It is always emphasized by the American, to the utter annihilation of its influence when antagonized by another pronoun. It thus dwarfs the noun, and imparts a disagreeable egotism to the speaker. So with the letter *v*. Soft and euphonious as the letter is, the ear of the American seems to prefer that it should as often as possible have the harder and fuller sound of the double *v* in *goose* and *soul*. Thus, attitude, duty, presume, and so forth, have become *attitood*, *dooty*, *presoom*. An author of a work on elocution adduced (*addoosed*?) as an example of this vicious utterance the following lines, the delivery of which in the approved American style of course elicited much amusement:—

"The duke, as a matter of duty, paid the money due to the Jew before the dew was off the ground, and then said adieu, without more ado."

But I regret to find that this singular disregard of the laws of orthoëpy is not peculiar to the Americans. Since my return to England I have heard the same sort of thing very frequently, and especially in the pulpit. The rector of a pariah in which I have been staying, says subjected and detail instead of subjected and detail; and his curates indulge in such abominations as taken, broken, often, devil, evil, and so on, although all the pronouncing dictionaries, as well as the more potent authority of good society, insists that the second vowel shall, in every case, be supplanted by an apostrophe.

To return to the American schools. In order, as far as possible, to ensure a good supply of teachers, great pains have been taken to establish Normal schools in the States. Those in Massachusetts are excellent. The one at Salem, though by no means the largest of the three, contains about one hundred and twenty intelligent, well-bred young ladies, from fifteen to twenty years of age, all of whom assiduously seek to qualify themselves for the responsible task of training the young idea. The parents of many of these damsels are rich, all are in comfortable circumstances; but the desire to be independent and useful operates so strongly upon the American mind, that the labour is undertaken with an ardour that to us would appear surprising did we not know that in the great Western Republic letters are honoured in the humblest professor, and that teaching ceases to be irksome when pupils are zealous and intelligent. The studies prescribed at the Normal schools, over and above what is supposed to have been acquired at the District schools, comprehend geometry, ancient geography, general chronology, statistics, general history; human physiology and the laws of health; mental philosophy, music; the constitution and history of the States, collectively and individually; natural history, the principles of piety and morality common to all sects of Christians; and the science and art of teaching with reference to all these studies.

The strain upon the intellect in the pursuit of so many sciences is necessarily great, and the result is often seen in the destruction of the constitution, or the premature enfeeblement of the faculties.

In some of the public schools the effect of this severe application at one time became so alarming that the Boards of Education in two or three States were called upon to prohibit that lessons should be assigned to the pupils out of school-hours, excepting for one hour among the grammar classes. The folly and wickedness of compelling excessive mental application in very young persons cannot be too much reprehended. It is an error as well as a crime to force the youthful intellect. It is related of a horticulturist in the Western part of New York, that he planted an orchard of several thousand dwarf pear trees, which he had imported from France. The ensuing spring, when the trees were plentifully covered with blossoms, he ordered his men to go through the orchard and carefully pick them off, leaving but one, or at most two, blossoms to each. This apparent attempt to defeat the only purpose for which the orchard had been planted, showed wise foresight, founded on a correct knowledge of vegetable physiology. The healthy growth of the tree was of more importance than the immediate production of fruit. It had sufficient vegetative energy to bring one pear to full and luscious maturity, without interfering with the process of growth or impairing its capacity for future productiveness, while the abortive attempt to ripen all its blossoms would have exhausted its vigour, retarded its growth, and have given no better result than a dozen or so specimens of untimely fruit dropping prematurely on the ground. It is a fine observation of Seneca, applicable to moral education, that we should so use the pleasures of the present as not to injure the pleasures of the future. With a slight change it is equally applicable to mental education. The young mind should not be so exercised at present as to impair its intellectual energy in the future.

It is somewhat surprising that, with the poorest physical qualities for public speaking and reading, the American youth should be passionately fond of recitations. The voice from childhood upwards is thin and harsh—nasal and metallic—the orthoëpy so erroneous as to lead to the perpetual use of false quantities in verse, and the action at all times angular and ungraceful. The *voce de petta* is rarely employed; and to add to the ineffectiveness of public delivery, the countenance of the American lacks every expression but the melancholy and defiant. Yet there is not a school in which recitations from the poets and orators are not frequent exercises. The works on elocution, duly embellished with figures of young gentlemen with outstretched arms, or with strokes and dashes illustrative of upward or downward inflection, are innumerable; and the "Speakers" and "Readers," upon the plan of respectable old Enfield, who gave us, "*My name is Normal*," the "*Story of Lefevre*," and "*The Newcastle Apothecary*," are countless. Sargent's *Standard Speaker* consists of five volumes; Hillards' *Reader* of two or three; Howes has also issued two or three; the last of which, the *Ladies' Reader*, is a good model for our own female academies. The selections in all these works are from the best English and American sources. Shakspeare, Dickens, Thackeray, Bulwer, and Macaulay supply a large quantity of pathetic power and humorous sketch; Scott, Byron, Campbell, Moore, Browning, Tennyson, and the immortal Tupper, contribute largely to the poetical department of English literature; and the speeches of Chatham, Fox, Burke, Barré, and Sheridan, upon the iniquity of the taxation of the American Colonies, furnish fiery material for the embryo orators. To the great literary stream thus created the American writers are likewise tributary. The speeches of Daniel Webster, Henry Clay, Randolph, Fisher Ames, Rufus Choate, and Edward Everett, with the memorable episode of Patrick Henry, in the Virginian Assembly, are upon the lips of more than half the boys before they have reached their fourteenth year. Striking passages from Fenimore Cooper, Washington Irving, George Bancroft, and Motley, continually occur in the "*Readers*;" and no "*Speaker*" would be complete which should omit the best poems of Willis, Bryant, Halleck, Dana, Longfellow, Whittier, George Morris, Mrs. Sigourney, and Edgar Allan Poe. The last-named writer has perhaps made more impression, and is more frequently studied, than all the rest, simply because there is a strange mixture of the passionate, the mysterious, the powerful, and the rhythmical in his compositions. The elements of American character were singularly mixed up in Edgar Poe; and it is probably upon the fellow-feeling principle, unconsciously exercised, that his productions find favour with his countrymen.

One signal advantage attendant upon the encouragement of these recitations in schools consists in its creating a taste for literary pursuits. As Sir Anthony Absolute says, in *Sheridan's Rivals*, having tasted of the fruit they acquire a longing for the whole tree.

But the grand and popular public schools of America form, after all, only a portion of the means by which the American mind is prepared for the struggles of life. There are numerous colleges all over the States richly endowed, and offering a superior kind of education to that given in the schools. Columbia College in New York, Yale College in Connecticut, Harvard University in Massa-



chusetta, and the Michigan University at Ann Arbor, are admirably sustained. The Professors are numerous, and highly cultivated men. At these places the Greek and Latin classics, Hebrew, divinity, chemistry, modern languages, and the higher branches of mathematics, are taught, without, however, reaching the British or Irish University standard. Splendid libraries are attached to these institutions, and some of them possess beautiful museums, laboratories, observatories, and schools of law and medicine, with their accessories. Of late, the importance of military education has entered into the consideration of the Governors of States, and military chairs are gradually being endowed, that the youth may learn fortification, castrametation, surveying, logistics, the manufacture of artillery appliances, and so forth. The West Point Academy, on the river Hudson, has long enjoyed an enviable distinction for the completeness of its system of military instruction; but under the altered circumstances of the country it is found insufficient for the public purposes; and as the wisest men in the States now look upon a standing army of 100,000 men as an inevitable condition of the future existence of the Republic, let the civil war terminate as it may, military colleges, or military grafts upon the existing institutions, will become indispensable to the American youth.

If it be true that the purpose of schools is not so much to impart knowledge as to strengthen the mental faculties, we must allow to the Americans the credit of having devised a very satisfactory system, for nowhere do we find the intellectual property of man in greater activity. But if the true object of education is to make men profound mathematicians and accomplished classical scholars, according to the highest European standards, then our transatlantic cousins can only boast of a superficial training, for they terminate their college life where we generally begin ours. But that termination, which they call "a commencement," because it refers to their entrance upon public life, is honoured as an event in which the Republic at large is concerned. The most spacious theatres—the opera houses, indeed—are engaged on such occasions; for no smaller edifice will hold the thousands of citizens who assemble to listen to the prize orations, cheer the graduates as their diplomas are handed to them, and overwhelm them with showers of bouquets, scattered by the fair hands of the admirers of the patience, the toil, and the talent which have plucked bright honour from the fountain of intelligence.

#### IV. Paper on Practical Education.

##### 1. ON THE MEANS OF IMPROVING THE MEMORIES OF CHILDREN, AND RENDERING THEIR KNOWLEDGE PERMANENT.

We have no hesitation in transferring to our pages the following extracts from a paper read before an association of teachers by Mr. Flint, who was engaged as Registrar of the late Education Commission. It relates to a subject of growing interest and importance.

"The objects which I have in view, and which I am sure you also have in view in your daily work, are threefold: I wish to improve the memories of children (my own is a very bad one, because it was not properly exercised); to excite their interest; and to render their knowledge permanent.

"I picture to myself that weariness of teaching children to read which you must daily experience; I have known it intimately. A man need have by nature ardent love for teaching, to be successful in bringing the young past the first weariness of learning to read. Well, you turn out your scholars. They are scattered far and wide. Many go to agricultural work; are exposed to all kinds of weather; become familiar

'With the stiff soil that clogs the feet,  
Chill rain and harvest heat;'

and you are glad that you have been able at least to teach them to read and write before the stern necessities of their lives snatch them from you. You reason thus: They leave me early, to go their several ways in the world—some to succeed, some to fail, some to find comparative happiness, some nothing but afflictions, struggles, sickness, and disappointments; but you say, Be their lot in life bright or dark, I have bestowed upon them one gift, the power and love of reading, that will go with them wherever they go, and be to them a source of consolation and of delight. But have you? I do not wish to darken the prospect, to throw a pall over it, to say that you are wilfully sanguine as to the perfection of what you have accomplished. I think, however, that in general—there are, I know, many exceptions—what teachers have done disappears rapidly, like the mist breathed upon glass, like those marks which are made on sand by the remorseless sea. The little building set up with so much solicitude and care, and which you view with such great com-

placency, is cruelly washed away by the tide of business and care which surges against its frail walls. All this because the impressions given were not more indelibly made, the walls rendered more permanent. How little even of the power to read without conscious difficulty is retained by the young in a very few years after they have quitted school! And depend upon it, that as soon as reading ceases to be pursued without conscious difficulty, so soon does it cease to be turned to as a resource for spare hours. Thus it is that the clergy so often say, that when the young people who were once taught in the schools are examined for confirmation, they are found to have lost almost all which they learned at school; yes, even the taste for reading.

"The proportion of children who retain through life the power of reading with ease and pleasure is small. Obviously night-schools would help us at this point, but unfortunately we have not a well-organized system of night-schools. Can you not do more, therefore, in day-schools? This is the grand question for you to-day. Here I remark, that those who have lost much which they gained at the day-schools are often keenly conscious of their loss, and surprised by it. Of this fact I once saw in a night-school a somewhat amusing instance. A man who had, when young, attended a day-school, was reading aloud from the Book of Genesis. He came to that passage, the 6th verse of the 32nd chapter, which describes Jacob's going to meet Esau. 'Thirty milch camels' he read as 'thirty Welch cattle,' and the 'ten foals' he turned into 'ten fools.' At another place, the possessive case, with its sign, the apostrophe, puzzled him; and when the teacher said, 'Why, you ought to know that it is only the possessive case,' he looked at his neighbour, and said with an air of awe-struck wonder, 'What *cake* did he say?' So soon is the power of reading lost.

"Now that the Revised Code requires more attention to reading, and to scholars as individuals, much of that time which used to be spent in lecturing upon numerous subjects may be profitably devoted to that which will improve their memories, make their knowledge permanent, excite their emulation, give them more to do for themselves, and prevent their becoming passive listeners to oral teaching, which often goes in at one ear and out at the other.

"In schools for the richer classes of society, scholars are required to produce a large number of written exercises, which, being a tangible result, are a test of progress evident both to teacher and learner. Cannot this plan be systematically—it must be systematically—pursued in elementary schools? Might not written exercises and reading be made to go hand in hand, as it were, more than they now do, and to help each other? Might not as much time be profitably devoted to the one as to the other? Might not writing come in and indelibly fix the reading lessons upon the mind, as the prepared plate of the photographer fixes the image which light conveys?

"If this be a correct principle, we have to inquire how it can be systematically applied up through the classes in a school.

"The very little children—the infantry—must obviously see letters formed on the blackboard or on the floor, and simply copy them. In their case the principle cannot be applied. In a grade higher also it cannot, I think, be applied, for when children can form all the letters of the alphabet on their slates, they must for some time simply copy words. But even at this point I would suggest that *short sentences* should be copied by them. What can be more dreary for them than to fill a slate with one word? Their intelligence would be quickened by the writing of something connected.

"I ascend now to a higher grade in the school. Here the scholars will read rather fluently. Well, after they had read a lesson from their reading books, they should sit down and transcribe it, that is, copy it from their books on their slates. This practice would train their eyes to correct forms of words, and thus they would learn spelling, and the subject-matter of the lesson would be impressed upon their minds. Further, whatever they had learned by heart at home or at school should be written out from memory. This should be done daily,—never omitted. Constantly practised, what a habit of reflection it would engender! what strengthening of the memory it would effect! That which they had read or learnt by heart, instead of passing away, would, by this constant habit of retrospection, be reconsidered and made permanent. We never know how much or little we have made our own until we have to write it.

"These same remarks apply when we ascend to a higher grade in the school. Here the scholars not only commit to memory but read chapters out of their class books, and are questioned upon Scriptural and other subjects. Greater demands upon their intelligence might now be made. Composition, or the reproducing in writing, and in their own language, whatever they had read or been orally taught, should be daily practised. 'Sit down and write all you can recollect of such-and-such subject which you have just read or been taught,' should be the teacher's frequent charge. Emulation in producing the best-written abstracts might be excited by a variety

of means. Those who could produce abstracts at home, on paper, might compete for small prizes of books, or for the honour of occasionally taking tea with their teacher. To commit to writing the largest quantity, in the best manner, should always be held up as the chief attainment next to good behaviour. It should be referred to by the teacher as most honourable; it should be impressed upon the scholars at all seasons; it should be pointed out as the best test of their attention; it should be made a leading characteristic of the school. Once or twice a week the abstracts written at home might be read aloud by the scholars themselves. I would give even a whole hour to this emulating practice at those times. And as the best Greek and Latin verses have been sometimes treasured up for inspection at higher schools—a great honour for all who attain such distinction—so I should even be tempted to have a cord running round the walls of our poorer schools, on which, as marks of honour to those who did them, and as incentives to future sets of scholars, I would suspend the exercise books containing the choicest specimens of composition.

"One difficulty attends the constant and systematic use of the pen or pencil in transcription and composition, that is, to find the best and quickest mode of correcting and pointing out mistakes. This difficulty you may perhaps wish to discuss to-day. But sure I am that the growing intelligence, the improved memories, the close attention, and the constant habit of reflection caused by the systematic adoption of the principle here laid down, would soon prove its soundness."—*London Educational Record*.

## V. Correspondence of the Journal\*.

### 1. PRIZES IN SCHOOLS.

*To the Editor of the Journal of Education:*

SIR,—In perusing the May number of the *Journal*, I notice many extracts concerning Prizes, and the mode of awarding them in our Public Schools; and thinking my method—which I find to give very general satisfaction, both to parents and scholars—might, perhaps, be worthy of a place in your columns, I venture to submit it. The school, which consists of more than one hundred in registered numbers, is divided into classes, the pupils of each class being together in all their different studies. During recitation they change places according to the merit of their answers, attention, and general conduct. When the lesson is heard, they number, the foot, or lowest, saying one, next, two, and so on, to the head scholar, who, if there be twenty in the class, will count twenty. These numbers I then register in a separate book, called a class-book. Should a scholar be absent or late, he stands foot, thus losing not only the numbers he might have earned while absent, but also those his former place would have gained him. Further, for perfect recitation in any one lesson, I give a good mark, and for imperfect a bad one. These the scholars answer at roll-call, and are marked on the register. At the end of the quarter I add up these marks, subtracting the bad ones from the sum of the good marks, and those in the class-book. The four pupils who then have the largest remainders get first, second, third, and fourth prizes in their respective classes. The benefits I find arising from this mode are, regular attendance, close attention to their lessons at home, good conduct, and last, but not least, complete satisfaction in the minds of both parents and pupils with respect to partiality. I remain, yours truly,

Branchton, June 22, 1865.

WILLIAM ROTHWELL.

### 2. ISOTHERMAL LINES.

*To the Editor of the Journal of Education.*

DEAR SIR,—I notice that many of our geographies give abundant information of the position of the isothermal lines, but not one of them is very particular in giving any reason for it. To say that local causes determine their position, is to say that the same local causes exist in the old as in the new continent, for in both continents their regular inclination towards the north is observed to be the same, in passing over from east to west; while the local causes that exist in the one do not at all exist in the other. Besides, it is evident that if local influences determined their position they would be as irregular as the causes, but not so. They are found to be as arbitrarily regular as the laws that govern them are. Believing then that their position is determined by an influence more potential than local influence, I have sought for a cause more satisfactory and have found one which is at present entirely satisfactory, to myself at least. Before I proceed to give the reasons, permit me to refer to the following:—That land and sea breezes prove

that the sun accumulates more heat on land than water; Secondly, that it requires time for the sun to produce a maximum of heat as the temperature is higher at 2 o'clock than 12, July than June; and lastly, that the perpendicular or effective rays of the sun pass round the earth from east to west at the rate of nearly one thousand miles per hour. To admit the above truths is to admit that the western side of a continent must be warmer than the eastern, in the same latitude, for, as it requires time to produce a maximum of heat and that the rays pass round at the rate of 1000 miles per hour, it is evident that the temperature of the eastern side must be very little higher than that of the water, and that the temperature regularly increases till a maximum is arrived at, which, at the rate the sun travels, would be nearly the western side of the longest continent we have.

I am, dear Sir, yours truly, Y. S.

BLANSHARD, May 19th, 1865.

## VI. Paper on Physical Science.

### 1. AIDS TO GEOGRAPHICAL STUDY.

We have just read with much interest a work on Physical Geography\* from the pen of that eminent Geographer Carl Ritter. This volume comprises one of three Courses of Lectures before the Royal Academy, at Berlin, left by that remarkable man—a man to whom modern geographical science owes more than to any other except the great Humboldt, if indeed we must make this exception. Readers of Prof. Guyot's 'Earth and Man' will at once recognize the close intimacy which existed in former years between these two great thinkers, from the identity of the leading, fundamental thought in the two books. That leading thought is set forth very clearly in the following extracts from Ritter's book.

"The whole animate and inanimate creation is tributary, looked at geographically, to the fashioning of the destiny of man. Without Man as the central point, Nature could have no interest to the geographer; without the Earth, constituted just as it is, the races of men and the course of human history could not claim his attention. The Earth is not only the best known of the planets, but, as the home of man, infinitely the most interesting. The study of it is at the foundation of history as much as of physics." Page 14.

"All of the divisions of the Earth, taken together in their internal and external connections, in their mutual action and reaction, constitute the unity of the globe, and make apparent that it is a simple organism, designed and created by divine skill, and intended to be the home of a race whose culture should, in the course of centuries, unfold from the most simple beginnings to the most complex and elaborate perfection." Page 183.

"Man is the first token that we meet, that our study of the Earth must contemplate it as an organized whole, its unity consummating in him. As every individual must, in his own career, epitomize the history of the race—childhood, youth, manhood, and decrepitude,—so each man mirrors in his own life the locality where he lives. Whether dwelling in the North or in the South, in the East or in the West, whether the shepherd of the Tyrolean Highlands, or the Hollander of the plains, every man is, in a manner, the representative of the house that gave him birth. In the people the country finds its reflection. The effect of the district upon the nature of its inhabitants, in size and figure, in country and temperament, in speech and mental characteristics, is unmistakable. Hence the almost infinite diversity in the peculiarities of culture and attainment, as well as of tendency, in different nations. Anthropology and ethnography the science of man and of race, are the running commentaries of Geography and Topography. The historian and geographer work towards each other,—the historian going back from the acts of men to study the scenes which have conditioned their life, the geographer going forward from the study of the habitat of men to that of their deeds. The fundamental question of history is, in fact, What relation does the country bear to the national life? What relation to the civil structure, the State?" Page 18.

"When Geography ceases to be a lifeless aggregate of unorganized facts, and becomes the science which deals with the Earth as a true organization, a world capable of constant development, carrying in its own bosom the seeds of the future, to germinate and unfold, age after age, it first attains the wholeness and unity of a science, and shows that it grows from a living root; it becomes capable of systematic exposition, and takes its true place in the circle of sister sciences." Page 17.

[Guyot's book makes fundamental the same thought—that the Earth is an organism, a unit, designed for the use of man, as the body is designed for the use of the individual soul; and each of its

\* Comparative Geography, by Carl Ritter. Translated for the use of Schools and Colleges by William L. Gage. Educational Depository, Toronto, pp. 220.

\* Anonymous communications can receive no attention.—Ed.

continents and other great features is fitted to serve some special purpose in his advancement and history, for which special purpose the Divine Architect fashioned it through the ages, in strict accordance with his eternal and unchanging plan. This is the Geography that these eminent men invite us to study, instead of a mere collection of ill-arranged and multifarious details.

The book before us deals more with the physical features of the Earth than with its relations to humanity; but its treatment of the subject is unique and philosophical in all its parts; and we venture the opinion that veteran geographers will find food for thought in its pages, even from the discussion of a subject so simple and apparently so well understood as Rivers. We of the Western World can not help wishing that the author had possessed the same accurate and exact knowledge of our continent as of his own, that his illustrations might have been less exclusively drawn from Europe. We find that many of the statistics of the book differ from those that we have been accustomed to learn, but perhaps they are no less likely to be true. The translator, Rev. William L. Gage, has before given us in English the author's 'Geographical studies'; but we have not seen the book. We understand that he is now in Europe, chiefly for the purpose of translating other of Ritter's works.

In this connection, we wish to say something about the new Series of School Maps prepared by Prof. Guyot, and published by Scribner & Co., New York. Prof. Guyot is generally acknowledged to be the most eminent of living geographers since the death of Humboldt and Ritter. He studied for years with those great men, and for many more years has pursued his investigations with his friend Agassiz. He has passed the last fifteen years in this country, which we understand he proposes to make his home for the rest of his life. With such extraordinary advantages, he has given us a series of maps, with which we confidently assert no other maps for the student are to be compared. Their chief excellence is that, by an ingenious contrivance, they give us what no other maps give,—a clear and full idea of the vertical forms of the earth,—the mountains, plains, and plateaus. Thus, they are primarily physical maps. Besides this, they show distinctly the political boundaries and divisions, but marked in such a way as not to interfere with the main object. The names, of which there is a sufficient number for the ordinary purposes of the student, are so printed as not to be seen at the distance of a few feet; hence these maps have all the advantages that can be claimed for any series of outline maps. Thus we have offered us at least three distinct maps in one, beautifully executed, and at a very moderate cost.—*H. in Illinois Teacher.*

## VII. Papers on Natural History.

### 1. EVIL EFFECTS OF DESTROYING SMALL BIRDS.

The phenomena of the present season are remarkable. If we go for shade into the woods in this leafy month of June, we stop short before thickets where the stout young oaks are as bare as in January, or show only the skeletons of leaves, where caterpillars are still searching for some remnant of moist green food. If we meet the country doctor in his rounds, he says that he cannot ride in shaded roads without his hat, in the hot noon, because he finds his hat and coat-collar thickly strewn with caterpillars, which have dropped upon him as he passed. In the parson's garden, the gooseberry-bushes show some withering fruit, but no foliage; and instead, a show of caterpillars actually covering every twig. In the squire's pleasure-garden the ladies are mourning over their roses, almost every petal of which is pierced, or the very heart eaten out by some grub or fly. On any grassy bank where the wayfarer would like to rest there is such a coating of white grubs that he turns away in disgust. If we go out in the moonlight, a dozen cock-chafers knock against our faces in five minutes; and we foresee the profusion of fat white worms which will, in consequence, be turned up by the plough next year. The wall fruit has already received the wound which will turn to decay before the autumn, and the canker is planted in the apples and pears, which will be deformed and seamed, and hard, and without flavour at crop-time. There never was a finer agricultural prospect, but for this; but the farmer dreads seeing the mangel leaves blown and corrupted by the vast families of grubs hidden in their substance, and the collars of the roots infested by big caterpillars, fattening on the sweet juices which he intended for his cows. It is well if he knows that the rooks can help him in his last case, and that they do not want to eat the root, as he once believed, but the destroyers of the root. These melancholy sights are not, however, all that is to be seen. They present themselves in districts where there are sparrow-clubs, and men and boys shoot a little bird wherever they have a chance. They are seen where a zealous and patriotic rural constable, or any younger who has nothing to do, presses his services on the residents, to net the ivy on house or wall, to root out the spaces under

the eaves, and make a clearance of every sparrow, finch, thrush, swallow or other winged creature. Where the pest is not found, it is where these bird-destroyers are not allowed their will. When refused, civilly or otherwise, they sneer or stare, and find something to do in calling the neighbours to witness that the silly proprietors will have no green peas, nor anything that grows in juicy shoots; that the cherry-trees and the roses will be disbudded; that only the hardest green currant or two will be left on each bunch; that the gooseberries will be found sucked hollow, and a full tithe of the cherries and strawberries gone.

Such is the spring prophecy; but when summer has come—this particular summer—strangers stop to wonder at a garden here and there where all is green and bright, amidst a series of damaged orchards and kitchen gardens, and bare copses; and the paradise is sure to be the place where the birds have been let alone. It is true the rows of peas have had to be covered for a while with thorns; and some netting of bushes have been required, and some precautions in regard to the fruit trees. It is true, also, that the small birds have helped themselves to some of the food of the poultry, and to a certain share of the fruit; but there is the difference that where the birds are banished the precautions are of little or no avail, while they have a good chance with the birds for partners. This year, for instance, some proprietors have done everything they could think of. They have syringed their plum-trees with nauseous decoctions to keep off the green fly; they are sprinkling road dust thickly over their gooseberries, and are dissolving the white grubs into froth over whole banks, or plots of grass; they are employing regiments of children to pick off the caterpillars, paying them by the pint or quart, but they cannot overtake the damage, and are almost ready to give up the contest. If they can find mischief going on in a garden or field where the birds have not been meddled with, they begin to triumph, unless they are aware of the true answer. That answer is given by some lover of rural life—some observer of the ways of birds and insects—who says that a single brood of nestlings in the ivy or the hedge has been seen to devour hundreds of grubs or other insects per day, showing that if Nature were let alone, there would be millions so got rid of in a mile (as, indeed, we knew before by the French report); and if, after the insects had been left to their natural enemies, there were still too many, what might not the infliction become if they were left without check? The check ought this year to have been very strong. The swallows came early; the sparrows burst out of the hedges in crowds; the blackbirds and finches have been whistling, and piping, and chirping, as if the world were all their own. But this is only where they are allowed to live; and there are too many parishes and districts where they are not. This is no trifle, and the present season ought to be a lesson for future years.—*London Daily News.*

### 2. ADVANTAGES OF TREES.

How beautiful, most beautiful, of earth's ornaments are trees! Waving out on the hills and down in the valleys, in wild wood or orchard, or singly by the way-side. For their shade and shelter to man and brute; for the music the wind makes among their leaves and the birds in their branches; for the fruits and flowers they bear, to delight the palate and the eye, and the fragrance that grows out and upward from them forever, they are worshipful trees.

"Under his own vine and fig-tree"—what more expressive of rest, independence and lordship in the earth! Well may the Arab reverence in the date palm a God-giving source of sustenance. Dear to the Spaniard is the olive, and to the Hindoo his banyan, wherein dwell the families of man, and the birds of Heaven build their nests. Without trees what a desert place would be our earth—naked, parched, and hateful to the eye! Yet how many are thoughtless of the use and beauty of trees. How many strike the axe idly or wantonly at their roots. Above all other things in the landscape we should deal gently with trees. Most beautiful where and as God plants them, but beautiful even as planted by the poorest art of man, trees should be protected and preserved. If he is a benefactor who causes two blades of grass to grow where one grew before, how much greater his beneficence who plants a tree in some waste place, to shelter and shade, to draw thither song birds and to bear fruit for man. Plant trees, O man! that has waste land, and be careful of those that are planted.

## VIII. Papers on Colonial Subjects..

### 1. LORD DERBY ON THE ADVANTAGES OF THE NORTH AMERICAN COLONIES.

In the course of the conversation which took place in the House of Lords on the defences of Canada, Lord Derby expressed himself on an important question with great earnestness and with a dis-

tinctness which will be universally appreciated. Whilst admitting that it would be wrong to attempt to maintain the connection between Canada and Great Britain against the wishes of the Canadians themselves, he yet maintained that so long as we are in earnest in our desire to maintain that connection, the tie not only of interest but honor bound the people of Great Britain to second our efforts as far as possible. The noble lord then went on to make the following observations, which we venture to assert will awaken a truly national response. He said:—"I differ from the noble lord in his estimate of the value of our American possessions, for I think that the command of the St. Lawrence and our possession of Nova Scotia and New Brunswick are of the utmost value to us, and are of infinitely more importance than the question of money or economy. I say, therefore, that it would be an ignominy to which I hope we shall never submit, if we were on any pretext whatever—on any pretext, however flimsy—to permit those provinces to be invaded and separated from us, not by their own act, not from any desire on their part to separate their connection with us, but by the forcible invasion of a hostile country whose good will we have endeavored to propitiate, however unsuccessfully, by a neutrality at all events more favorable to the North than to the South. I say that under these circumstances to allow the colony to be wrested from us without putting forth the whole strength of the empire, aided as we should be by the colonists themselves, would be an endless disgrace and ignominy to which I hope this country will never submit."

## 2. PROGRESS OF THE COLONIAL EMPIRE.

The *New York World* compares the present rule over the Southern States with the old colonial government, which had its centres in the capitals of Europe; and in the course of its remarks makes the following reference to some of the present colonies of Great Britain:—

During the past twenty years, England has gradually endowed all her colonies with self-government. They are managed by legislatures of their own election, co-operating with governors of Imperial appointment. They levy their own taxes, collect their own customs, and, in short, do almost all things "free and independent states may and of right ought to do."

What are the results?

The Australian colonies, including New Zealand, though they possess a population of no more than 1,336,000, a number no larger, certainly, than that of the existing white population of Virginia, and though this population is distributed over an area as vast as Europe, or of 2,582,000 square miles, had developed in the year 1863 a trade movement of no less than £56,869,000 sterling made up as follows:

Importations.	Exportations.
£30,018,000	£26,851,000

As the real start in life of the Australian colonies dates from about the year 1847, it may, therefore, be said with safety that these colonies, under the stimulus of local self-government, attained in less than twenty years, and with a population immensely inferior in numbers, the same point of commercial importance reached by the United States after forty years of independent nationality!

The development of the North American colonies of Great Britain has been less astounding, but not less instructive when we consider that no such extraordinary causes have been at work there as in the gold fields of the antipodal settlements. A commercial movement of £28,486,000 in the year 1863 testifies to the productive results of metropolitan non-interference with trade and industry.

The Mauritius and the other East Indian island colonies of Great Britain afford a yet more striking example of the good to be expected from forbearing to do all that certain politicians seem disposed to insist that we shall do at the South.

The commerce of Ceylon, the Mauritius, Hong Kong, and Labuan, points hardly considered by most men in their estimate of the world and its available resources, reached, in 1863 the relatively enormous sum of £14,376,000, their importations alone, £8,046,000 in amount, being equal to about one-sixth of the importations of the United States during the same period.

It has amazed, and we hope it may eventually enlighten, many observers among ourselves to find that, notwithstanding the heavy blow struck at the great manufacturing interests of England by our civil war, the general trade and commerce of the United Kingdom has greatly increased ever since the year 1860.

Facts such as these which we have just set forth go far to explain this striking and most interesting phenomena. And when we find that the total commerce of the colonial empire of England, for the year 1863, was equal to considerably double more than our own trade for the same year, we ought to be prepared to ask ourselves whether the extent and value of the natural resources of a nation

be not an utterly secondary matter, in the history of its development, to the system under which those resources are administered.

## 3. WHAT NEW BRUNSWICK DID IN THE LAST AMERICAN WAR.

As there appears to be a great deal of useless talk at the present day, with respect to the indifference of the Colonies in the cause, or interests of the Mother Country, in case of an invasion of her possessions, by our American neighbors, it would not be amiss, perhaps, to lay before our readers an account of the deeds performed by our Colonial Militia during the last American war, when, it may be justly said, we stood forth in our own defence, and manfully fought the battles of the Mother Country, almost single handed and alone. All this was done without a "union of the Provinces." We are indebted for this information to a lecture recently delivered by Mr. Fenety at Sheffield and Oromocto, New Brunswick, from which we make an extract:—

"But the spirit of the people of this county (York) has already been put to the test, and their courage placed beyond question. I have reference to the American war of 1812, when a regiment was raised in York, called the 104th, numbering upwards of 1,100 men. It was a voluntary act altogether. There was no draft or conscription about it. Every man joined of his own accord, for the purpose of marching over the country, into Canada, to assist the Canadians in repelling the formidable attacks of the Americans upon their border, led by such men as the present General Scott. The deeds of heroism, the trials and sufferings of the 104th, would have reflected lustre upon the choicest and most devoted regiment in the British service. Indeed they performed acts of valour, which, it is doubtful, if a regiment of the line could have exceeded, if equalled, considering the climate and the character of the country to be traversed, where some of the principal engagements took place, where the toil of the hardy woodman, and the most robust constitution were absolute requisites in the composition of a good soldier. From Fredericton to Quebec it was one continual march—tramp, tramp, day after day, for three weeks, and it was during the coldest month in the year, (January) and in one of the most severe winters on record.

Some three or four years since we sent some 6,000 British troops from St. John to Canada on sleds, each sled being drawn by two horses. The men were all bundled up in fur. It was more like an immense pleasure party, going upon a stage journey, one continual carnival throughout, and they sang as they glided along to the tinkling of the bells. At night they were comfortably housed, billeted upon the inhabitants along the road; and in the morning would resume their journey refreshed, lithe and gay. The roads were in excellent order. It was a remarkably mild winter, with just enough snow on the ground to render the sleighing good. The whole distance from St. John to Trois Pistoles (where the cars are taken for Quebec) was performed in six and seven days. It was somewhat amusing, shortly after this, to see the illustrations in the *London News*, in which the troops appeared to be marching (not riding) through snow-drifts, filing through the woods on foot, in a zig-zag manner, by Indian defiles and bye-paths, and escorted by natives of the forest, to prevent them from getting lost—all of which, as you are aware, was as far from the reality as fact can be from fiction. About this time a dinner took place, (I forget the occasion) at the Thatched Tavern, in London, at which a number of military gentlemen were present; and one of the speakers of the evening, in the course of his remarks, observed that the sufferings of the gallant soldiers who went out to America to defend the Canadians against an unexpected attack from the Americans, were almost unequalled, unparalleled in history. He declared the march of the 43d through the forests of Canada, a distance of 600 miles on foot, was one of the greatest peril and hardship known since the days of Xenophon, when that warrior led the Greeks Northward in their retreat, after being overwhelmed by the Persians. That gentleman was certainly more classical than truthful. He was indebted to his fancy for his facts, or perhaps to the imagination of the artist who drew the pictures for the *Illustrated News*.

Come we now to our New Brunswick 104th Regiment, and we shall see that the wretchedness and misery above depicted, will apply to their case, without the least doubt or exaggeration.

In 1812 there was no regular road between Fredericton and Quebec, as we may say, after getting beyond Woodstock; It was little better than a cow-path as a general thing, and not as much as this in some places, for the route was merely traceable through the woods by means of blazoned trees. The 104th, therefore, had to walk the whole distance upon snow-shoes, and their provisions and accoutrements were drawn upon toboggans, six men to each. Not a single horse was employed upon the expedition.

Before setting out, a number of Indians were started ahead to



cut down trees and make bush huts every fifteen miles apart. The regular houses, or huts, were few and far between. One company, for instance, would leave Fredericton to-day and reach the first encampment to-night, and there remain until next morning. Then start on, and continue doing so day after day, for each successive encampment. In this way one company would succeed another in regular order, so that there never would be more than a single company to occupy a camp for the night.

These camps were all open at the top, for the admission of fresh air, and the men would huddle together and keep themselves warm as best they could. Imagine what comfort we should have in our houses at this season of the year, without roof or covering.

On reaching Lake Temiscouata, one of the companies, commanded by Captain Armstrong, encamped for the night, just at the head of the Lake—the atmosphere was most bitterly cold—and the next morning at day-break they resumed their journey, their route being across the lake. They had not proceeded far when it was found that the cold was so intense, the sleet and wind were so cutting, that unless they retraced their steps some of them would certainly perish. After buffeting the storm for some miles in this way, the Captain gave command to right about face, and they returned to the camp where they had bivouacked the night before. Here was a dilemma which threatened dire consequences, for Captain (afterwards Colonel) Shore's company was on their march, in regular order, for this very encampment. Here were only room and provisions enough for one company at a time. Somebody would therefore have to lie out in the cold and suffer from hunger besides. It was necessary that something should be done to meet the extremity. The danger that threatened was worse than that to be apprehended from an enemy in the field, for flesh and blood could not withstand the elements, with the mercury 20 degrees below zero and the last ration gone. While thus pondering what was best to be done, the young Lieutenant of the company stepped forward and volunteered (if two or three would accompany him) to proceed across the Lake and to the nearest settlement, and bring back food enough to answer the purpose. Accordingly this young brave, with several others, seized hold of their tobogan, bent their faces to the blast and pushed across the Lake; and so journeyed into Canada; and returned next day, not having slept a wink all the time, with the needful supplies, having travelled a distance (going and returning) of 60 miles, and all upon snow-shoes. Every man of the company attributed his preservation from famine, and suffering bordering upon death, to this gallant exploit of Captain Rainford of Fredericton, who was that young Lieutenant of whom I am speaking. After reaching Quebec, the 104th were allowed but a day's rest. A further march of 350 miles was before them, ere the fun which they looked for should begin, for the scene of operations was at Kingston; but they pushed on with the vigour of men determined to do or die in their country's service.

The first engagement in which this regiment participated was at Sackett's Harbour, the forts of which had to be approached in open boats; and on board of these the men were conveyed. Sir George Prevost was the Commander-in-Chief. The troops were kept in the bay, to the amazement of all, for two hours after the sun had risen, long enough to enable the American commander, who had been stolen upon during the darkness of the night, to reinforce his garrison; and thus the chances of success on the part of the British were rendered desperate. When the signal for landing, however, was at length sounded, the 104th sprang on shore and gave a good account of themselves. It was the first time of their going into action. It was not frost this time, but fire, with which they had to contend, and they knew they had an enemy before them worthy of their steel. They fought, as we are told, like tigers. At length the British succeeded in their assault upon the fort, gained a foothold, and were masters of the situation—the day was theirs—when suddenly Sir George Prevost sounded a retreat, to the amazement and disgust of the whole army, and to the astonishment even of the enemy; but the order had to be obeyed. 'Our soldiers swore terribly at Flanders,' quoth my Uncle Toby, but we doubt if they made greater noise than the 104th did on this occasion.

Sir George was recalled to England to answer for his conduct; and we believe he died on the passage.

The 104th lost a large number of men in this engagement.

The next battle was at Lundy's Lane, in which the 104th and the Canadian "Glengaries" greatly distinguished themselves, and here our regiment also lost heavily.

The storming of Fort Erie was the most severe engagement in which the 104th took part. Indeed, they were placed in the van of the army in making the assault; and when a breach was made in the ramparts, and a number of our men had got inside, the magazine was exploded by means of a train of powder previously laid by the enemy, when the Colonel of the regiment (Colonel Drummond) and a number of his brave followers perished in the ruins.

Sir John Harvey, who was Governor of New Brunswick in

1839, was present in most of the engagements, and has often spoken highly to gentlemen in Fredericton of the valour displayed by the 104th on the taking of Fort Erie.

Whenever batteries had to be erected, roads made through the woods, and heavy fatigue duty to be performed, to which regular troops were unaccustomed in America, from the peculiar ruggedness of the country (much bush fighting in real Indian style had to be done) the 104th were always on hand and ready to go to work and give a good report of themselves. As a sample of their readiness and pluck, one night at ten o'clock order was sent to their camps to be in readiness to march at 4 o'clock in the morning, upon some surprise adventure. The announcement was received with loud cheers. Few of the men after that went to sleep, but set to work at their fire-locks, and otherwise got ready for action, with as much hilarity as if they were going to have a morning's sport—to shoot plover instead of men. I have this statement from Mr. Thomas, who resides two miles below Fredericton, who was then a boy in the 104th, 16 years of age.

Previous to going into action, the Militia was always drawn up in line, and every eighth man was ordered to stand back (to be kept for the reserve), but in the 104th the eighth man watched his opportunity and always fell in again, and thus ran another chance of being drafted—so full of fight were they all, and determined to be together, and in every engagement.

When the American war commenced, the armies of England were engaged upon the Peninsula, in Spain and Portugal, under Wellington, repelling and attacking the flower of the Imperial forces, led by such men as Jordan, Muncey, Junot, Davoust, Soult, and so forth. There were, therefore, but few regular troops in British America for the first two years of the war, and the brunt of the battle consequently fell upon the volunteers and raw Colonial militia. It was not until after the battle of Waterloo, and final disposal of Napoleon, that we received large reinforcements of British troops; and then some thousands of these proceeded southwards to New Orleans. In the meantime, all the heavy engagements that took place along the Canadian frontiers were sustained chiefly by our own people, who fought for the honour of the English flag, with the bravery of Britons raised in the service of their country. With such historical facts as these before us, and they are capable of proof, it is somewhat annoying when we read in the English newspapers that the Colonies are a bill of expense to the Mother Country, and that they will do nothing for their own defence, but expect England to fight their battles for them. Let the occasion once present itself, let imaginary difficulties (in which some of us so fondly indulge) be changed to stern realities, and what British Colonists did in 1812, (viz., fought for the integrity of the Empire and drove back the invaders) they will be just as willing to do again, and again. We have more such men on hand than those who composed the gallant 104th.

At the close of the war the 104th returned to Fredericton, a mere skeleton of a regiment—reduced, decimated to a mere fragment—many of them mutilated and maimed for life. Out of 1100 men less than 200 answered to their names at roll-call. I am not aware that medals were awarded by the British Government, but every survivor certainly deserved a gold one, with at least three clasps.

A few words more with respect to this gallant regiment.

As soon as the 104th was completed, and just before marching for Canada, the Legislature of this Province presented them with a Silver Trumpet, and had a suitable inscription engraved upon it. The trumpet was the pet of the regiment. Every man felt that he had an interest in it. It was the talisman that accompanied the regiment in every battle. The lares and penates of the ancients were not regarded with more reverence. Now, you will naturally ask what became of this trumpet? I answer that it is still in existence in England, in hands that have no just title to it. On the disbanding of the regiment in Fredericton, General Hunter laid claim to the trumpet. A few years since a request was made (at the instance of Judge Wilnot) to restore the trumpet to the Province, so that it might be placed in the Legislative Library, or some other part of the building, as a memorial of the gallantry of the 104th; but the answer returned by the family was unfavorable. The trumpet was voted for the regiment and not for General Hunter, and when the regiment was disbanded, it again became, or should have become, the property of the province.—*New Brunswick Head Quarters.*

## IX. Papers on Canadian Subjects.

### 1. HISTORICAL REMINISCENCES OF THE DEFENCE OF CANADA.

Armies of invasion are compelled to move forward in the groves



formed by nature. The same natural laws and conditions, the same necessities, which directed the advance of Lord Amherst in 1760, of Montgomery in 1776, of Wilkinson in 1813, will govern the advance of future armies, having in view the same object. It may not be inappropriate to review briefly the closing events of General Wilkinson's campaign of 1813. The American scheme for the invasion of Lower Canada and the capture of Montreal contemplated a combined and therefore doubtful operation. General Hampton was to have advanced from Plattsburg, in the State of New York, by L'Acadie on Laprairie, to have joined Wilkinson if he could, and if not, to have distracted attention and have withdrawn troops from the real point of attack at Isle Perrot. Wilkinson, descending the St. Lawrence rapidly, was to have forced his way into the Island of Montreal at this point, and the city would have been at his mercy. Sir George Prevost, who, whatever may have been his faults in the field, was sagacious in council, laid his plans accordingly and well. De Salaberry and his Voltigeurs intended merely to keep Hampton at bay, foiled him at L'Acadie, and defeated him at Chateaugay. Wilkinson, well beaten at Chrystler's Farm, retreated to his own shore from Cornwall; but had he persisted in his march, with the means at his disposal, it is doubtful if he could have forced the passage at Isle Perrot. Here Sir George Prevost had assembled his best troops, and militia. Wilkinson, would have found his army wedged in, on a long narrow tongue of land, with the St. Lawrence and Ottawa on his flanks and front, and Colonel Morrison, with the garrison of Kingston, thundering in his rear. A repulse in front, or even delay at the end of October, or beginning of November in this climate, would have been fatal. Of course the large armies of the present day would be exposed to still greater difficulty and danger, and would be opposed by steam gunboats and other means of resistance, unknown in 1813. The proper defence of Isle Perrot is essential to the safety of the island and city of Montreal, and should be cared for at once. If I might be so bold, I would say to the Minister of Militia, establish on Isle Perrot a militia camp of instruction, with a permanent staff; bring there during the ensuing summer, the militia of the surrounding counties by the easy conveyance of river and rail; have fresh battalions constantly marching in and marching out; teach the men the use of the Enfield rifle and the skilful use of the spade; and before long we shall have at our disposal a force knowing the country; knowing how to use their arms; and knowing how to apply their labor in the most useful way.

In 1814 Marshal Soult threw into Bayonne a force of 1,400 men. Wellington invested the place with 40,000 of his best troops, and was taught by the celebrated "sortie," the immense advantage possessed by a small concentrated force, striking from a centre, over a widely-extended one, incapable of reciprocal support; and it is therefore advisable rather to hold a few to the selected points of defence, involving a wide or detached system of investment, and which would require for their reduction great preparations, great efforts, and great forces, than to fritter away our resources in the occupation of minor points which would infallibly fall in rapid detail before the superior strength which could be brought to bear upon them.

Upon considerations such as these depend practically the defence of the whole country. It may not be possible, physically, to protect the whole frontier of Canada, but it may be done morally by showing from the proposed system of defence, the impracticability of conquest and the uselessness of a war.—*Correspondence of the Montreal Gazette.*

## 2. "WHAT'S IN A NAME?"

### THE COLONY OF CANADA BEFORE THE CONQUEST.

A writer in one of the Quarterlies states that nearly every town, valley, mountain, river, or other object, enlightens its own history if due attention be paid to the orthography of its name. If this be true of Europe, it is equally so of America, where the nomenclature is comparatively recent, and the origin of names is not as yet lost in the misty obscurity of the past. Names derived from European localities, such as Kingston, London, etc., of course immediately show their home origin; and names like Prescott, Sherbrooke, Montcalm, Brockville, Vaudreuil, Kempt, etc., attest their relationship to celebrated men, who have ruled or borne a prominent part in the affairs of the country. But there is still another class—apart from the Indian names current throughout Canada—whose origin is beginning to be lost, while they at the same time offer a fruitful subject to the student of history, and of lovers of the traditionary lore which so plentifully besprinkles the annals of the country. We all know that Fortification Lane was so called because the old fortifications of the town abutted upon it; that the old inhabitants call Dalhousie Square *la Citadelle*, because the Citadel once stood on its site; and (to travel out of the city)

that the village at the head of the lower Rapids was named *La Chine*, because Jacques Cartier, in his voyage of discovery up the river, thought the St. Lawrence was a half-way cut (he won't prove wrong, after all, if the Pacific Railway be built to China\*); but can any one tell where the familiar names of *la Barre* a Plouffe, *La Bourgogne*, and many others in daily use are derived? The subject, as we have already stated, is a very interesting one, and would doubtless throw much light on the early history of the country if properly followed up. A familiar and striking instance of this may be found in Montreal. Many who pass along the lower (or Barrack end) of St. Paul Street, are puzzled to account for the name of a Street which runs from it to the river by the pump house of the old Water Works and innocently draw comparisons not very favourable to the good reputation of the worthy citizens who chance to live in it. "*Friponne*" has no meaning in English but in French the word means rogue, rascal, cheat, scamp, thief, and all the many variations on those fruitful terms. How came such a disreputable name to be fastened on such a respectable and honest neighborhood? Turn to pages 236-9 of Smith's '*History of Canada*' and you will find the explanation. It is this: A few years before the conquest of Canada, the colony happened to be blessed with an "Intendant" or Minister of Finance whose views were so magnificent that he should have lived to handle the countless millions of the Federal Treasury, and who was such a rascal that he would have embezzled half of them—a M. Bigot, in fact, who used to, (in addition to robbing the miserable little treasury) cheat or swindle the poor *habitants* in the following manner: We quote from Smith: "The Colony for two years past (this was in 1755) had been thrown into the most distressing situation from the want of provisions and grain; the inhabitants of the country constantly employed in parties against the English Colonies, had not time to cultivate their lands, and though the scarcity of grain had long been made known to the government of the country, yet the creatures and friends of the Intendant were allowed to ship off vast quantities of wheat to the West India Islands to the manifest injury of the people of the Colony." A Free Trader would probably not see anything very reprehensible in this, but see what follows. Smith says prices increased enormously under this system, and that instead of assisting the people Vaudreuil, the Governor, sanctioned these exportations, and played into the hands of the company of Associates, who again acted in concert with Bigot. He then continues: "Flour was an article much wanted at this time (it must have been very coarse) and vast quantities of grain had been purchased from the farmers by the Company, who as soon as they had procured the quantity they wanted, the Intendant issued an ordinance fixing the price at an enormous advance, and then repurchased the article for the Government (of France) to enrich (clever Mr. Bigot! He killed two birds with one stone) the Company." M. Bigot seems to have been as full of tricks as a monkey. Here is another, also from Smith, who dotes over his character with the gusto of a connoisseur, and paints his rascalities and other venal little peccadilloes (common enough in the country of the *cavalieri servanti*, but fortunately scarce in staid, respectable Canada) with great force and minuteness. The inhabitants naturally complained that the high prices were due to the Company's manipulations and so represented the matter to the Intendant who was assured on the contrary that the want of supply was occasioned by the farmers in the country—who kept up the price of grain for a greater profit—and advised by these gentlemen to issue orders for a search in the country so as to compel the inhabitants to furnish the necessary supplies for the city and for the subsistence of the troops. "Bigot who had entered into all their nefarious plots, drew up an estimate of the quantity of provisions wanted and Cadet (an understrapper) and his clerks, overran the whole country and those farmers who would not sell their wheat at the low price fixed by the Intendant's ordinance issued for that purpose, had their property seized and the grain taken without any remuneration," etc., etc. We now come to the origin of the word *La Friponne*, as applied to the Street in question. It tells another nice little story of the pleasant way they had of "doing" things in the good old times. "The Company also built a large store house near the Intendant's Palace at Quebec, which was supplied with a large quantity of goods. \* \* \* The Intendant every autumn sent to France an estimate of the goods wanted for the use of Government, and as he was concerned with those gentlemen (of the Company) he took good care never to send for a sufficient quantity, that he might purchase the deficiency from the Company at whatever price they chose to demand. \* \* \* It was this conduct that could not escape the animad-

\* In Jacques Cartier's commission from Francis I., 17th October, 1540, the following curious passage occurs: "We have sent our dearly beloved Jacques Quartier to foreign lands for the purpose of propagating our holy faith, the whom has discovered the great countries of Canada and Hochelaga, which form part of the western end of Asia."

versions of the people, that induced them to call the new store *La Friponne*. If the citizens of Quebec were in distress," continues Smith, "those of Montreal did not suffer less. Though the necessities of life were not so dear, yet goods and necessities were still most difficult to be procured. Varin, the Commissary of the Marine, and Martel the storekeeper, had monopolized everything. The Commissary, like the rest of the public depredators, had employed every means of enriching himself. The posts above Montreal, of which he had the supply, opened a wide door for making money, and as it was necessary to form a coalition with the Storekeeper General, they employed certain agents, the better to conceal their own iniquitous conduct. The boats were not allowed to go to the Upper Country without paying them so large a sum of money that it soon ruined those that attempted it. The trade to these posts, in a very short time, became confined to these gentlemen, and the Intendant (Bigot again) annually purchased from them the goods wanted for Government out of a similar storehouse built at Montreal, and also called there *La Friponne*." The storehouse was built on the river side, on the street in question, and hence the curious name of the latter.

The reason why "Griffintown" was generally called after St. Ann, was also involved in obscurity until recently, when the Reverend Messire Faillon traced the nomenclature to a chapel dedicated to that Saint which was erected at Point St. Charles on or before the year 1698, since Mass was first celebrated therein on the 17th November of that year. It seems to have been built at the cost and charges of M. Pierre LeBer, the first French Canadian who devoted himself to the study of the fine arts, painting especially, and who died on the 2nd Sept., 1707. His sister Jeanne is one of the most striking characters in Canadian religious history. She was one of the principal founders of the Church of Notre Dame de Pitie, attached to the Congregational Nunnery in Notre Dame Street, and lived 19 years, 1 month and 28 days in a narrow cell at the back of the altar of the church she had assisted to found. She died in October, 1714, at the age of 52 years and 9 months, and has as many claims to sanctity as some of the saints in the calendar. Her heart was placed in a silver case by the nuns, but was destroyed in the fire which burnt down the church in 1768.—*Montreal Gazette*.

### 3. A REMINISCENCE OF THE FIRST SETTLEMENT OF CANADA.

In the month of September, 1792, on the banks of the Delaware River, in the State of New Jersey, near where Easttown now is, you might have seen a woman about forty years of age preparing to leave for Canada. She had eight children, the eldest a daughter about eighteen years of age, and the youngest, also a daughter, aged nine months. She had two or three horses with pack-saddles, and a few articles of clothing for herself and family, together with a tent, made by sewing a few sheets together, and some provisions for the journey. The clothing, tent, provisions and smallest children were packed upon the horses, and in this manner they commenced their long and tedious journey, through forests and over mountains, fording rivers, for roads or bridges were not in being at that time in the country they were to pass over. There were no public houses or taverns to entertain the weary travellers, consequently they had to erect their tent or sleep in the open air. For two or three weary weeks they pursued their way, sometimes meeting with Indians and passing their villages; but those wild savages did not molest or harm the travellers, but were kind and obliging, and would give or sell them corn or venison. In fording a stream an accident occurred. One of the horses, on putting down his head to drink, pitched one of the children, a little girl of eight years, over his head into the stream. She was nearly drowned, but was finally rescued, her shoulder being dislocated by the fall. At last they arrived at Fort Niagara, which was then occupied by British Soldiers, who put them across the Niagara River on the Canada shore, the long expected land of promise. From Niagara they made their way along the shore of Lake Ontario to the Township of Grimsby, where this woman's husband and her two brothers and a sister had settled a short time before. It was a happy meeting. The children were disposed of among their friends until a log house could be erected. It was an easy matter to obtain land in Grimsby in those days. Judge Pettit was a resident of that township, and an uncle to the heroine of this sketch. Whatever he said or did was sanctioned by the Governor of the Province at that time. This woman and her husband finally settled on the mountain near Grimsby. They lived to see all their children married and settled. The husband died in 1840, his wife survived him fifteen years. She was eighty-two when she died. They had a numerous offspring.—*Montreal Transcript*.

### 4. OLD AGE OF EARLY SETTLERS.

There are four brothers now living in South Crosby, named Ripley, whose united ages number 347 years. They are all active old men, and able to do considerable chores around their dwellings. They are natives of Connecticut, but have resided in Canada the greater portion of their lives, Thomas, the youngest, having been a resident of South Crosby for a period of 66 years. He was the first man to cut a stick in the way of clearing in the township. The respective ages of the four brothers are as follows:—Samuel, 94; Stephen, 92; Joel, 84; Thomas, 77. Total, 347. The climate of Canada, it will be seen, is by no means unfavorable to longevity.—*Brockville Recorder*.

## X. Biographical Sketches.

### No. 43.—MR. GEORGE FLOETER.

Mr. George Floeter was "gathered to his fathers," on the 4th ult., at his own residence, on the Lake Shore, in the township of Raleigh, in this county, at the ripe age of seventy-five years. He had resided in Kent since 1818; was born in Hanover. He was a grenadier in the Hanoverian army, and actively engaged on the side of the British at the battle of Waterloo, June 18th, 1815; and for gallant services there rendered, was awarded a silver medal by George, the Prince Regent.—*Chatham Planet*.

### No. 44.—DEATH OF EX-MEMBERS, ROSS AND CAZEAU.

Mr. Dunbar Ross, formerly Solicitor General East and member of Parliament for a constituency in the Quebec district, died at the age of sixty-five on Tuesday night. Mr. J. B. Cazeau, also an old and respected inhabitant of that parish, at the age of 86 years. Mr. Cazeau represented the old county of Orleans in the Lower Canadian Parliament before the union of the provinces."

### No. 45. SIR JOHN RICHARDSON, F.R.S.

This distinguished naturalist died somewhat suddenly at Grasmere on Monday, the 5th ult. He was born at Dumfries in 1787, and was educated at the grammar school of his native town. On leaving the school at 14 years of age he entered the University of Edinburgh, and devoted himself to the study of medicine. After passing through the University, he entered the navy as assistant surgeon, and served at the siege of Copenhagen in 1807. In consequence of the zeal and ability he displayed on that memorable occasion, and "for having served in the boats during a night attack upon a French brig in the Tagus," he was promoted in 1818 to be acting surgeon of the *Hercules*, a 74 gun ship. During the war with the United States in Canada and Georgia, he served as surgeon in the 1st battalion of Marines, and in 1819 accompanied Sir John Franklin's Arctic expedition as surgeon and naturalist. He also accompanied Sir John Franklin's second expedition in 1825, when he commanded two boats, in which he discovered the passage between the mouths of the Mackenzie and Coppermine rivers. In 1838 he was appointed by Lord Minto, then first Lord of the Admiralty, to be physician to the Fleet, and in 1840 he was made inspector of Hospitals. The deceased was the author of the "Fauna Borealis Americana," the Zoological Appendix to Sir Edward Parry's Second Voyage," the Ichthyology of the voyage of the *Erebus*, the *Terror* and the *Sulphur*," and many reports and scientific papers. He received the honor of knighthood in 1846.

## XI. Miscellaneous.

### 1. PICTURES OF MEMORY.

BY MISS ALICE CARRY.

Among the beautiful pictures That hang on Memory's wall, Is one of a dim old forest, That seemeth the best of all.	Nor the pink, nor the pale sweet cowslip, It seemeth to me the best.
Not for its gnarled oaks olden, Dark with the mistletoe, Not for the violets golden, That sprinkle the vale below;	I once had a little brother, With eyes that were dark and deep;
Not for the milk-white lilies, That lean from the fragrant hedge, Coquetting all day with the sun- beams,	In the lap of that old dim forest He lieth in peace asleep;
And stealing their golden edge; Not for the vines on the upland, Where the bright red berries rest,	Light as the down of the thistle, Free as the winds that blow, We roved there the beautiful sum- mers—
	The summers of long ago; But his feet on the hills grew weary,

And, one of the autumn eves,  
I made for my little brother  
A bed of yellow leaves.

Sweetly his pale arms folded  
My neck in a meek embrace,  
As the light of immortal beauty  
Silently covered his face;

And when the arrows of sunset  
Lodged in the tree-tops bright,  
He fell in his saint-like beauty,  
Asleep by the gates of light;  
Therefore, of all the pictures  
That hang on Memory's wall,  
The one of the dim old forest  
Seemeth the best of all.

## 2. QUEEN VICTORIA'S CORONATION DAY.

It is twenty-seven years ago this 20th June since the Imperial Crown of Britain first pressed the maiden brow of Queen Victoria. How well and bravely she has borne the burthen of her Royal position it is needless for us to tell. Her name and fame are known all through the world, and to-day the people of two hemispheres unite to do her honour. Nor is it on account of her regal dignity that Queen Victoria is so well known and beloved, for brightly as her Imperial diadem may shine, the halo with which her virtue and purity has surrounded her, shines with a far clearer lustre, nor does the royal purple of Britain awaken in our hearts so much of love and sympathy as those sable robes of widowhood, which speak to us with such mournful eloquence of those domestic graces and affections for which our Sovereign is so renowned.

The loyalty of the British people at the present day, is, however, no mere personal matter, nor is it a dull theoretical feeling, arising more from old time custom than anything else; there is nothing superstitious or mysterious about their love for her who forms the representative embodiment of their nationality. A British subject is at all times ready to give a good reason for his loyalty to the Crown. He will tell you that it is not alone for the Sovereign *per se* that he entertains such deep feelings of love and respect, but as the representative to him of that peerless form of government which has stood the test of centuries, and which has been the creation not of an hour, but the result of the accumulated wisdom of hundreds of years. To us the sovereign is the embodiment of that wise and settled government, which, while allowing all needful and proper liberty to the subject, never lapses into licentiousness, but always presents necessary legal checks to restrain the passions of mankind and keep them within bounds; of a government which, while possessing the military strength and stability of an absolute monarchy, gives us all the freedom of a Republic without its constant anarchy and disregard of life—and property, and in which the law is not only above the people but is above the monarch also, guarding the liberties and maintaining the rights of the meanest subject as well as of the proudest noble in the land. And therefore without reference to the virtues of our present gracious Sovereign we cannot but rejoice over every occasion that reminds us of the continuance of that form of government of which we as Britons have all such good cause to be proud.

In addition, however, to the loyalty which we must all feel for the representative of our nationality, there are a hundred reasons which render anything which speaks to us of Victoria doubly welcome and doubly honored, for not only do we love her as our Sovereign and hereditary head, but for those domestic graces which have made her the guiding star of British households. We love her for her thoroughly true British heart, for the love which she bears to all classes of her subjects and for all parts of her kingdom and which renders her as much at home when on her Shetland pony, and wrapped in her tartans she passes among the rugged beauties which surround Balmoral, as in the tranquil glades of Windsor Forest or the shady lanes of the Isle of Wight. We love her because her life has been one long faithful story of that honest homely love which is the foundation of British glory, and the sacred fire coming down from Heaven which has made our hearthstones holy ground.

On this Twenty-Seventh anniversary of her coronation, we are glad to hear that many of the leading merchants of Hamilton intend to celebrate the day by hoisting the flag. We trust that their example will be followed by many others who may have forgotten the occasion until now—remembering that they cannot honor themselves and the whole British people more fully and appropriately than by thus honoring the British Queen.—*Hamilton Spectator*.

## XII. Educational Intelligence.

— **MODEL SCHOOL FOR UPPER CANADA.**—The examinations and distribution of prizes at this institution took place on Thursday, 22nd June. The occasion was rendered more than usually interesting by the fact that Mrs. Clarke, the mistress of the Girls' Model School, and Miss Sarah Clarke, the second assistant teacher, appeared for the last time in charge of their classes, these ladies having since taken their departure for California. The pupils of both the boys and girls departments acquitted

themselves creditably, and to the satisfaction of a large number of visitors, the conduct and answering of the pupils affording satisfactory evidence of the care with which they had been trained by Dr. Carlyle, Mrs. Clark, and the assistant teachers. After the gymnastic and military exercises had been concluded, the whole school, of some 350 pupils, assembled in the theatre of the Normal School building, the gallery and every available place being filled by the friends of the pupils and others interested in the establishment. The representatives of the Montreal, Quebec, Toronto, Hamilton, and other Boards of Trade were also present, being then on a visit to the city. After the singing of some patriotic airs by the pupils, the Chief Superintendent of Education addressed the assemblage, and expressed his gratification at the continued prosperity and efficiency of the Model School, as evidenced by the examinations and interest taken in them by the public. In alluding to the approaching departure of Mrs. and Miss Clarke, he expressed the heartfelt regret with which he and every one belonging to the establishment would part with them; and stated that their resignations, which were so reluctantly accepted, were entirely prompted by the desire of joining other members of their family in a distant country. Mrs. Clarke had been herself trained in the Normal School, had received the Governor General's prizes, and had the highest certificate it was in the power of the institution to award. She was selected, in 1852, as principal teacher in the Girls' Model School, and for thirteen years had remained in connection with it, performing every duty with increasing zeal and fidelity. Two of her daughters had also been most successful teachers in the same institution, and now, on leaving for their new home, they would all carry with them the respect and affection of the friends of the school, and of the hundreds who had received instruction at their hands. While expressing this regret, he was happy to state that there was every prospect of the high character and usefulness of the school being fully maintained under Mrs. Clarke's successor, Miss Adams, a lady who had obtained a first class certificate from the Normal School, in 1854, and had since gained much practical experience in her profession.—The distribution of prizes was then proceeded with\*. After the successful pupils had received their respective rewards, the senior division of the girls' school, who had been under Mrs. Clarke's especial charge, advanced and presented her with an address, expressive of their affection and gratitude, together with their hopes for her future welfare, and accompanied this with a parting gift of a very handsome electroplated tea-kettle, of which they requested her acceptance. Mrs. Clarke, who was much affected, in acknowledgment thanked her pupils for this mark of their kind feeling, and assured them of the interest she would always feel in their welfare, both here and hereafter. She also desired, on that last opportunity, to bear testimony to the kindness and assistance she had uniformly received during all these years from the Chief Superintendent, and the other members of the Council of Public Instruction, from the Deputy Superintendent, and the other officers of the Department, and from the masters of the Normal School; and that she would never forget, in the far off land to which she was journeying, to supplicate the divine blessing upon the pupils and upon the directors of an institution to which she had so long been attached. The girls of the third division presented a similar address to Miss Sarah Clarke, which was suitably acknowledged. The pupils of the second then sung a farewell song, and the proceedings terminated with the benediction.

— **TEACHERS' ASSOCIATION, COUNTY OF HURON.**—A meeting of Teachers was held on Saturday last, in the Central School of Goderich, for the purpose of forming an Association for the County, in accordance with the plan and design of that now existing for the Province. Between twenty and thirty teachers attended, and unanimously adopted the following resolutions:—That an Association of Teachers of the County of Huron be formed. That H. D. Cameron, Esq., principal of the Goderich Central School, be President. That Mr. Dewar, of Harpurhey, be Vice-President. That Mr. J. R. Thompson be Secretary.\* These officers were appointed provisionally till the next meeting. That the President, Vice-President, Secretary, Messrs. Stett, Glass, McFall, Code, Scott, and McShay, form a committee to draw up a Constitution and By-Laws for the Association; and that it shall meet at half-past ten o'clock, on the 29th inst., in Goderich. That the next meeting of the Association be held in the Central School of Goderich, on the 29th inst., at one o'clock P.M. That the subjects of discussion at next meeting be "The advantages of having County instead of Local Superintendents," and "The propriety of a Central Board to grant Provincial Certificates."—*Con.*

\* The prize list has been published in the daily papers.

— QUEEN'S UNIVERSITY, KINGSTON.—A meeting of the Convocation of the University of Queen's College was held recently for the purpose of conferring prizes and degrees upon students in the faculties of Arts and Theology. The Rev. Dr. Snodgrass, the Principal, occupied the chair. Proceedings were opened with prayer by the Principal, after which the college class prizes were awarded by the professors of the respective departments. Degrees were then conferred in the usual form upon the following gentlemen:—*Bachelors of Arts*—James Frazer, of Quebec, with second-class honors in Classics and Metaphysics; George Malloch, Ottawa; John McAllister, Kingston; Alexander George McBain, Lancaster, with first-class honors in Classics, History, and Natural Sciences, and second-class honors in Natural Philosophy; Donald McKay, Kingston, with first-class honors in Natural Sciences, and second-class honors in Natural Philosophy, Metaphysics, and History; Samuel McMorine, Ramsay, with first-class honors in Natural Sciences; John Shortt Muckleston, Kingston; James B. Muir, Lindsay; Robert S. O'Loughlin, Kingston, with first-class honors in History; John Roddiek Thompson, Prince Edward Island, with first-class honors in History and Natural Sciences, and second-class honors in Metaphysics. *Masters of Arts*—Charles Y. Cameron, M.A., Drummondville; Silas Minor, M.A. Mirickville; James Arthur Hope, B.A., Kingston; William Baldwin Thibodo, B.A., Kingston; John Bell, B.A., Kingston; James Pennington Macpherson, B.A., Ottawa. *Bachelor of Divinity*—John McMillan, B.A., Pictou, N.S. The Principal then addressed the newly made graduates as follows: Gentlemen, while congratulating you upon the result of your industry, I take the opportunity of reminding you of a circumstance which is apt to be forgotten, but which, in my judgment, forms, nevertheless, an important contribution to any satisfaction you may feel, and a stimulant of no inconsiderable force among the influences which should encourage you to further conquests in literary and scientific pursuits. The anxiety to which I have referred has not been all your own. Others have felt the strain and the excitement of it as well as you; and, with a much livelier interest than is generally supposed, have scrutinized and calculated the evidence of your scholarship. I refer, of course, to the Professors who have superintended your studies and watched your career, from the first day you entered college until the present time. Yours has been the anxiety of competing for honours; to the concern of the professors, respecting your success, must be added the responsibility of both guarding the goal of your ambition against too easy an approach, and of obstructing the way to it by the interposition of needless difficulties. Yours has been the part of earnest combatants; theirs the duty of planning every trial, and describing every condition of the contest. With mingled feelings of confidence and self-distrust, hope and fear, you have appeared in the arena of competition; with an experience characterized by constant fluctuations of joy and regret, they have received your daily contributions to the aggregate determining result. In this way we gather proofs of something like a common cause between a professor and his students, and, at the same time, abounding evidence of a sympathy on the part of the former, buoyant with pleasure, or laden with bitterness. Some of you intend returning to this university to enter upon another department of study than that to which you have hitherto been specially devoting yourselves. Others take leave of these halls to enter upon those public vocations into which the call of duty or the force of inclination leads. To either class I cannot bid God speed, without reminding you of the grave responsibility which devolves equally upon every one of you, to occupy with all diligence the talents which are intrusted to your keeping, and to cultivate that humility which, while it ranks with the first of Christian graces, is the most appropriate adornment of those who, at every point of elevation which they reach in the rank of knowledge and refinement, become more thoroughly convinced that they have not yet crossed the threshold of the storehouse in which, for the benefit of his intelligent creation, the Almighty has arranged the treasures of wisdom, and, in consequence, are contented to maintain a reverential attitude, as they feebly attempt to realize some faint conception of the immensity of things. You have already gained some honor, and there is honor, sufficient to satisfy the most ambitious, yet before you. But it is heaven's irreversible law, for the conduct of the better orders of men, "Before honor is humility." The appointment by which day follows night in perpetual succession, is not more stable than this moral ordinance, and there is as much truth in saying that humility is a help to the attainment of honor, as in affirming that it precedes honor. If we can be sure of any one that he is diligently cultivating the spirit and maintaining the sentiments of true humility, we may conclude that he is on the right path, not only to

honor, but even to immortality. No skilful adaptation of means by the Allwise One, for the attainment of a particular end, is more reliable than this; no ground of legitimate expectancy among men is more to be depended upon. If the racer who distances all his competitors may count upon the garland encircling his brow; if the warrior, who, by his tactics and bravery, succeeds in destroying a powerful and dangerous enemy, may hear, by anticipation, the admiring plaudits of his grateful countrymen; if the tolling student, who finds difficulty after difficulty disappearing before his determined application, may hope to work out the most complicated problems; so may all who are truly humble in their hearts, rest with assured confidence in God's promise to exalt them. In the strength of a firm resolution to obey this law, go forward, gentlemen, in your career, and you shall avert from you many of the disappointments to which other men are subjected.—Mr. John McMillan, B.A., B.D., was then called upon to deliver a valedictory, in which the Principal and Professors were thanked and complimented, and his fellow-students addressed in a style of affectionate farewell.—The Principal next announced the conferring of honorary degrees, that of Doctor of Divinity, upon the four gentlemen whose names are appended: Rev. James Bayne, Pictou, N.S.; Rev. Samuel B. Bergne, London, England; Rev. Henry Gill, London, England; Rev. John McMorine, Ramsay.—The Principal stated that the honors had been conferred upon the Rev. Mr. Baine on account of professional attainments, and as a recognition of his labors in the cause of education in Nova Scotia, and in furthering the South Sea missions; the Rev. John McMorine, on account of professional attainments, as the minister of a large parish, and for unwearied interest as a trustee in the affairs of the University; the Rev. Mr. Bergne, as being identified with the British and Foreign Bible Society, as its secretary, for labours in the translation department of the Society, and for being the first to suggest a deputation to British North America; and the Rev. Mr. Gill as a recognition of his services in the translation department of the Bible Society, and of his labours as assistant secretary, also on the ground of distinguished authorship, and in return for the Christian work he has performed in Newfoundland, Canada, and the other colonies, as a deputation from the Bible Society.—The Rev. Dr. Gill was introduced to the assemblage by the Principal, who delivered an address.—The Principal announced two new prizes in addition to the Carruthers prize, for an essay on Petroleum, and the Kingston prize for an essay on Metastasis, previously announced, viz.: the Ottawa prize of \$40, for the best essay on "The advantages and responsibilities of our connection with the parent country;" and the Montreal prize of \$40, for the best essay on "The didactic in relation to the devotional element in the Lord's Prayer." After this the Rev. Professor Mowat delivered a portion only of a farewell address to the students which he had prepared, at the close of which the general audience dispersed, while the members of the Convocation proceeded to the election of Fellows. The following were elected to represent the different faculties: *Arts*—Thomas F. Harkness, B.A., formerly of Kingston, now of East India Civil Service; *Theology*—John McMillan, B.A., B.D.; *Law*—The Hon. John A. McDonald, LL.D., Attorney General West. The proceedings terminated with the benediction, pronounced by the Principal.—*News.*

### XIII. Departmental Notices.

#### PROVINCIAL CERTIFICATES GRANTED BY THE CHIEF SUPERINTENDENT OF EDUCATION.

The Chief Superintendent of Education, on the recommendation of the masters of the Normal School, and under the authority of the following section of the Upper Canada Consolidated Common School Act, 22 Victoria, chap. 64, has granted to the undermentioned Students of the Normal School, Provincial Certificates of Qualification as Common School Teachers in any part of Upper Canada:

"107. The Chief Superintendent of Education, on the recommendation of the Teachers in the Normal School, may give to any Teacher of Common Schools a Certificate of Qualification, which shall be valid in any part of Upper Canada, until revoked; but no such certificate shall be given to any person who has not been a Student in the Normal School."

The certificates are divided into classes, in harmony with the general programme, according to which all teachers in Upper Canada are required to be examined and classified, and are valid until revoked, or until the expiration of the time mentioned in the certificate.

Each certificate is numbered and recorded in the Register of the Department, in the following order :

THIRTY-THIRD SESSION.—DATED 22ND JUNE, 1865.

MALES.

<i>First Class.—Grade B.*</i>	
2020 Maloy, Hiram (1373, 1453, 1926.)*	2039 Brown, John Thompson.
2021 Page, Thomas Otway (1930.)	2040 Carscadden, Thomas.
2022 Spencer, Percival Lawson.	2041 Dawson, Cornelius.
	2042 Foreman, William.
	2043 Goldsmith, Stephen.
	2044 Graham, Simon.
	2045 Lowe, Peter (1672, 1874).
<i>First Class.—Grade C.</i>	
2023 Abbott, John Thomas (1747, 1932.)	2046 Martin, John Anthony.
2024 Callinan, Thomas (1845, 1935.)	2047 McLean, Daniel.
2025 Crawford, Allan (1937.)	2048 Osborne, Edward.
2026 Gregory, Thomas (1857, 1939.)	2049 Risk, William Henry.
2027 Jackson, Thomas.	2050 Russell, James.
2028 Lewis, Richard (1947.)	2051 Smith, Peter.
2029 Rutherford, James [No. 63 on Application Register] (1756.)	2052 Swayze, George Albert.
2030 Wegg, David Spencer.	2053 Switzer, William Haw.
	2054 Titchworth, Ira Cyrus (1780.)
	2055 Weese, Redford Colborne.

*Second Class.—Grade C.*

<i>Second Class.—Grade A.</i>	
2031 Carley, Abram (1944.)	2056 Blain, Hugh.
2032 Oakley, Henry.	2057 Dawson, George.
2033 Graham, Andrew.	2058 Fisher, Simeon.
2034 McNaughton, Duncan.	2059 Hamilton, George.
2035 Ross, Arthur Wellington.	2060 Keam, Reuben (1878.)
2036 Rutherford, James [No. 81 on Application Register] (1774.)	2061 Meldrum, Norman William
2037 Whillans, Robert.	2062 Metcalf, Josias Richey.
	2063 McNair, Alexander.
	2064 Thompson, Alexander Gallo-way.
<i>Second Class.—Grade B.</i>	
2038 Agnew, James.	2065 Wallace, David.
	2066 White, Humphrey Albert Lucas

FEMALES.

<i>First Class.—Grade B.</i>	
2067 Cameron, Annie Isabella (1811, 1887, 1974.)	2085 Bentley, Kate.
2068 Churcher, Annie (1815, 1883, 1971.)	2086 Bullock, Mary Cecilia.
2069 Elliott, Margaret (1901, 1975.)	2087 Cartmell, Amelia Isabella.
	2088 Drew, Ellen.
<i>First Class.—Grade C.</i>	
2070 Cone, Julia (2011.)	2089 Kennedy, Jane (2015.)
2071 Coyne, Maria Hamilton (1816, 1879.)	2090 Kessack, Margaret.
2072 McIntosh, Margaret (1905, 1988.)	2091 Laurie, Elizabeth Brown.
2073 Somers, Harriet Christiansa.	2092 Leslie, Eliza Jane.
2074 Spotton, Charlotte Elizabeth.	2093 Nuthall, Phillis.
2075 Sutherland, Annie Agnes (2010.)	2094 Page, Mary Jane.
2076 Sutherland, Jennie Helena (2019.)	2095 Perkins, Maria Olivia.
2077 Tytler, Barbara.	2096 Porter, Margery.
	2097 Preston, Victoria Elizabeth.
	2098 Shewan, Jennie.
<i>Second Class.—Grade A.</i>	
2078 Elder, Jane (1715, 1818.)	2099 Black, Mary.
2079 Ferguson, Margaret.	2100 Dolmage, Florence Marion.
2080 Gemmell, Jessie (1996.)	2101 Forster, Mary.
2081 Lanton, Emilie.	2102 Foster, Margaret Jane.
2082 Marling, Mary Ellen (1918, 2000.)	2103 Hodgins, Jane (2014.)
2083 Moffatt, Susan Walt (1239, 1319.)	2104 Macniven, Susan.
2084 Tier, Helen.	2105 Moran, Mary Frances.
	2106 O'Connell, Margaret.
	2107 Reed, Almeida Cordelia.
	2108 Reynolds, Mary Ann.
	2109 Sefton, Annie Maria (2018.)
	2110 Sefton, Martha.

*Second Class.—Grade C.*

EXPIRED CERTIFICATES.

The certificates of the *Second Class, Grade C.*, granted subsequently to the nineteenth session, have been limited to one year from their respective dates. Lists of certificates which expired before June, 1865, have already appeared in the *Journal of Education*, and the following list comprises those which expired on the 15th of that month :

MALES.

1871 Clark, James Frederick.	1875 McLean, James.
1872 Obtained <i>Second Class A.</i> (1938.)	1876 Obtained <i>First Class C.</i> (1829.)
1873 Harper, Robert.	1877 Obtained <i>First Class C.</i> (1931.)
1874 Obtained <i>Second Class B.</i> (2045.)	1878 Smith, James.

FEMALES.

1912 Agar, Jane.	1916 Obtained <i>Second Class B.</i> (2000.)
1913 Campbell, Sarah Anne.	1917 Obtained <i>Second Class A.</i> (2082.)
1914 Obtained <i>Second Class A.</i> (1980.)	1918 Obtained <i>Second Class A.</i> (1987.)
1915 Obtained <i>First Class C.</i> (1977.)	1918 McLeod, Mary.

\*. A certificate has no legal value after the date of its expiration.

ALEXANDER MARLING, LL.B.,

Education Office, Toronto, July, 1865.

Registrar.

\* The figures in brackets indicate the number of a previous Certificate obtained by the student named.

THE LEGISLATIVE SCHOOL GRANT FOR U. C.

Could not be paid by the Educational Department at the time specified by law, as the money only reached the Department on the 19th of July. All the Municipalities entitled to it, from which returns have been received, were, however, paid at once.

USE OF AMERICAN GEOGRAPHIES ILLEGAL.

According to previous notice, the Council of Public Instruction has withdrawn its sanction to the use of Morse's Geography in any of the public schools of Upper Canada. Hereafter it will not be lawful (after the copies now in actual use in any school are worn out) to use either Morse's or any other American geography in either the Grammar or Common Schools of Upper Canada. A violation of this order in any case, will subject the school concerned to the loss of its share in the Grammar School Fund or Legislative School grant, as the case may be.

BOOKS APPROVED BY THE COUNCIL OF PUBLIC INSTRUCTION FOR USE IN THE SCHOOLS OF UPPER CANADA.

The following books, published in Canada, have been approved and recommended by the Council of Public Instruction for use in the Grammar and Common Schools of Upper Canada :—

Lovell's General Geography; by J. George Hodgins, LL.B.  
Easy Lessons in General Geography; by ditto.  
School History of Canada and the other British North American Provinces; by ditto.  
Sangster's National Arithmetic, in Theory and Practice, adapted to the Decimal Currency.  
Sangster's Elementary Arithmetic, in Decimal Currency.  
Sangster's Elementary Treatise on Algebra.

TEACHERS' ASSOCIATION FOR UPPER CANADA.

The Teachers' Convention of Canada West will meet in Toronto on Tuesday, the 8th of August, and not on the first, as announced in the Circular addressed to Teachers as a supplement to the May number of the *Journal of Education*. Certificates for reduced fare on the Grand Trunk Railway, must be obtained before starting, from Mr. J. B. McGann, Hamiltion.

T. G. CHESNUT, Secretary, T. P. Association.

Toronto, 12th June, 1865.

2 in. grat.

EXAMINATION OF COMMON SCHOOL TEACHERS, COUNTY OF YORK.

NOTICE is hereby given that an Examination of Common School Teachers and others, will take place on Wednesday, the 30th day of August, 1865, at the Court House, City of Toronto, at Richmond Hill, and at Newmarket, at 9 A.M. Candidates will be required to produce certificates of moral character from their respective ministers, and if Teachers before, from their respective Trustees.

(Signed) JOHN JENNINGS, D.D.,

Chairman Co. Board, York.

Toronto, 14th July, 1865.

1 in. a. pd.

LOVELL'S SERIES OF SCHOOL BOOKS.

REDUCTION IN PRICES:—

Lovell's General Geography, Reduced to 70 cents;  
Easy Lessons in Geography, ditto 45 cents.

JUST PUBLISHED: "A School History of Canada and the other B. N. A. Provinces." By J. George Hodgins, LL.B., F.R.G.S. Price 50 cents.

A comprehensive summary of British American History, during the past three hundred years. For the Library as well as the School Room. For sale by all Booksellers.

In Preparation, by the same author: *Introductory Sketches and Stories*, for Junior Classes, taken from the History of Canada and of the other Provinces of British North America, for the use of schools. With numerous illustrations.

JOHN LOVELL,

Publisher,

Montreal, May 5, 1865.

ADVERTISEMENTS inserted in the *Journal of Education* for 20 cents per line, which may be remitted in postage stamps, or otherwise.

TERMS: For a single copy of the *Journal of Education*, \$1 per annum, back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must in all cases accompany the order. Single numbers, 10 cents each.

All communications to be addressed to J. GEORGE HODGINS, LL.B. Education Office, Toronto.



Aug. 23

# JOURNAL OF

Upper



# EDUCATION,

Canada.

VOL. XVIII.

TORONTO: AUGUST, 1865.

No. 8.

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## AN ACCOUNT OF THE HIGHER SCHOOLS IN PRUSSIA.\*

(Compiled by the Secretary from materials supplied by the Prussian Minister of Education.)

The higher Schools which exist in Prussia are divided, generally speaking, into two classes, called respectively *Gymnasien*† and *Real-Schulen*. These two classes differ from each other in their object, the business of the former being to prepare boys for the universities, and for those pursuits in life to which university studies are a necessary introduction; that of the latter to educate boys not designed for the universities. They differ, therefore, also in their course of instruction, the studies of the latter being of a more "positive and objective" kind than those of the former. But they do not differ in the principles on which their respective *curricula* are framed; that principle being, in each case, to aim at the thorough preparation and cultivation of the mind for its future work, whatever that work may be, rather than at the imparting of such knowledge as may be immediately and practically useful. They are not *Fachschulen*—not mere places of training for particular callings or professions. And they are, "before all things, German and Christian."‡

\*Extracted from the Report of Her Majesty's Commissioners appointed to inquire into the Revenues of certain Colleges and Schools, and the Studies pursued and Instruction given therein; with an Appendix and Evidence. Vol. II.

†The title "Gymnasium" dates from 1822, when it was extended by authority to all schools of learning (*Gelehrte Schulen*), which were previously called Latin Schools, Lyceums, Colleges, &c.

‡See *Unterrichts u. Prüfungs Ordnung der Real-Schulen höheren Bur-*

Below the *higher schools* are the *Mittel-Schulen*, and below these the *Elementar-Schulen*, both of which differ essentially from the classes above them in this respect, that they do not aim at giving a general education, but at imparting some necessary rudiments of practical knowledge.

There are 143 *Gymnasien* and 61 *Real-Schulen*. All, with few exceptions, are day-schools (*Externate*); but of the *Gymnasien*, some have boarding-houses (*Alumnate*) in connection with them, and three are exclusively boarding-schools (*Internate*), which is not the case with any of the *Real-Schulen*.

The curriculum (*Lehrplan*) of all the higher schools comprises instruction in the following subjects, viz., the Christian religion, the German, Latin, and French Languages, History, Geography, Mathematics, Natural Science, Writing, Drawing, Singing, Gymnastics. The basis (*Grundlage*) of the course in the *Gymnasien* is Latin, Greek, and Mathematics; that in the *Real-Schulen*, Mathematics, Physical Sciences and the Modern Languages. Both *Gymnasien* and *Real-Schulen* have six forms of classes, ascending from the sixth (*sexta*) to the first (*prima*) some of them having various subdivisions. Boys are not as a general rule admitted into the sixth or lowest form till they have completed their ninth year; and they are required to possess a knowledge of reading, writing and ciphering. The whole course (*Schulcurus*) lasts from eight to ten years. There are other schools which in principle should be classified with the *Gymnasien* and *Real-Schulen* respectively, having the same course of instruction up to a certain point, but wanting the upper forms: these are called respectively *Progymnasien* and *höhere Bürgerschulen*. Most of the higher schools have a definite denominational character, which governs the selection of the directors and teachers. Of the 143 *Gymnasien*, 102 are Protestant (*Evangelisch*), 39 Catholic. Except, however, a few *exclusively* Protestant or Catholic Foundation-schools (which are boarding-schools), all the superior schools receive pupils of every religious denomination. There is perfect freedom in this respect; in some forms of some schools there are more Jews than Christians. This is especially the case in Posen and Silesia. As to the patronage and maintenance of these establishments, 62 *Gymnasien* are royal, 62 receive support from the State, which thus participates in the patronage

*gerschulen*, 1859. *Beilage* p. 3. There is an authoritative rule, dating from 1826 and still subsisting, that the lessons in all the Schools should begin with prayer, and that the head master and assistant should attend divine worship: *Preuss. Jahrbuch* for 1861.

of them, 20 are purely municipal (*Städtisch*, or supported for private foundations. Of the 61 *Real-Schulen*, one is royal, five others receive support from the State; the remainder are wholly maintained by the municipal bodies (*Städtische Communen*) to which they owe their existence. The number of the *Progymnasien* and *höhere Burgerschulen* is comparatively small. They are chiefly municipal establishments (*Städtische Anstalten*). A few of them receive support from the State.

Private schools, embracing the complete curriculum of a *Gymnasium*, or of a *Real-Schule*, do not exist in Prussia. In every province, however, and in the larger towns, there are some private schools, whose curriculum ascends sometimes to the third form of the public school, and in rarer instances to the second.

The scarcity of private schools is attributed partly to the greater security which the public ones afford to parents for the efficient teaching and superintendence of their children; partly to the advantages in the way of admission into the civil service and the army, which are obtained by resorting to the public schools.

Thus, no person can enter himself as a student of any faculty at any university, nor qualify himself for a degree in theology, jurisprudence, or medicine, nor aspire to any office or employment in Church or State, for which a course, whether of three or of four years, at a university is a legal prerequisite, nor enjoy any of the public *beneficia* or exhibitions founded for the assistance of university students, unless he has passed with success a certain examination called indifferently the *Maturitätsprüfung* or *Abiturientenprüfung*, which is held at a *Gymnasium*, conducted in a great measure by the masters of that *Gymnasium*, and arranged with direct reference to its studies. At the *Real Schulen*, again, similar examinations are now held, called by the same names, and these latter examinations are the door of admission to various posts in the civil service, and to the corps of *chasseurs à cheval*; whilst there are other places and privileges of various kinds, such as admission to the public schools of music, mining, gardening, veterinary surgery, and the like, which are accessible only to young men who have attained a certain place, first, second, or third form, as the case may be, in a *Real-Schule*.

In the year 1860, the number of those who, after passing the final examination at a *Gymnasium*, went to the universities and applied themselves to the *Facultäts-studien*, was 1456. Their respective faculties were as follows:—

Theology	{ Protestant	- - - - -	335
	{ Catholic	- - - - -	360
	{ Jewish	- - - - -	1
Jurisprudence and <i>Cameral-wissenschaften</i>		- - - - -	249
Medicine		- - - - -	279
Philology and Philosophy		- - - - -	153
Mathematics and Natural Science		- - - - -	74

The number of those who entered the army, after passing the same examination, was 245. Here there has been a steady increase; it was 79 in 1859, and only 55 in 1858.

About 60 entered the *Bau-Academie*.

The total number who passed this final examination has mounted from 1362 in 1852 to 1759 in 1860.

Of the total number (8652) who passed within the last five years (1856 to 1860, inclusive)—

70	were under 17 years of age.
407	" 17
1252	" 18
2013	" 19
2059	" 20
2851	were over 20.

The number of boys who, not having been at a *Gymnasium*, passed the final *gymnasial* examination, has decreased. It was in 56, 248; in 1860, only 62.

The proportion of boys who passed through all the forms in a *Gymnasium* does not average more than 15 per cent. Many leave the middle forms or the highest but one (*secunda*) to enter upon commercial or industrial pursuits, or the inferior branches of the civil service. The same observation applies to the *Real-Schulen*, the upper forms of which, since young men do not go from them to the universities, are commonly passed by those only who wish to acquire a thorough scientific education with a view to industrial or professional pursuits—e.g., for the departments of mining and agriculture—or to gain certain advantages in the army. The great majority do not get beyond the third form.

The few strictly commercial schools which exist in Prussia are private enterprises, which have obtained on the whole no great success. It is far more usual for men in trade (*Kauf-Leute*) to send their sons intended for a similar career to a *Gymnasium* or a *Real-Schule*. "Persons capable of forming a judgment among the com-

mercial and industrial classes often express the opinion, as the result of their own experience, that a well-ordered general education (*ein geordneter allgemeiner wissenschaftlicher Unterricht*), without special regard to the boy's after-vocation, such as is afforded by the *Gymnasium*, and in somewhat lesser degree by the *Real-Schule*, proves more practically useful, even for an industrial calling, than the instruction afforded by special professional schools. Young men liberally educated shew, as a general rule, after a short time, more capacity and sounder judgment even in practical pursuits than those who have had an exclusively practical training, and have made themselves masters of a superficial routine (*eine düsserliche Routine*.)"

A census taken in 1858\* shewed the following results:—

Public Schools.		Number of Boys.	
Elementary Schools	- - - - -	24,926	1,376,278
Middle Schools	- - - - -	314	46,982
<i>Real-Schulen</i> and <i>höhere Burgerschulen</i>	- - - - -	101	22,046
<i>Progymnasien</i>	- - - - -	33	3,346
<i>Gymnasien</i>	- - - - -	134	38,700
Private Schools.			
Private Elementary Schools	- - - - -	791	22,893
Higher Private Schools	- - - - -	151	6,255

The total number of persons of both sexes between the ages of 6 and 24 was 3,561,393.

In 1840 the number of boys attending the *Gymnasien* did not much exceed 20,000; in 1856 it was 35,645; at the beginning of the year 1861, 40,043.

The State has a legal right of supervision extending over all educational establishments, including private schools. Even in these no teacher can be appointed whose intellectual and moral qualifications have not been certified by authorised public officers. In every town there is a local superintending authority for education, to which the elementary schools and the higher private schools are subject. Most of the *Gymnasien* and *Real-Schulen* have a local body of school-curators (*Schul-Curatorium*), and all the schools of each province, as to all their affairs, internal and external, are under the supervision of a body of officers called the *Königlich-Provinzial-Schul-Collegium*. The *Schul-Räthe* of the several districts preside at the final examinations (of boys leaving school), and from time to time hold inspections of the superior schools within this district. Besides this, the minister of Education directs, as often as he thinks proper, an extraordinary inspection, by his *technische Räthe*, of *Gymnasien*, *Real-Schulen*, &c., in different parts of the Kingdom. By the reports which it is the duty of the provincial authorities to send in at fixed periods, he is kept acquainted with the condition and performances of the schools, and issues such directions from time to time as he deems expedient. The general inspections above mentioned extend to all external and internal concerns of the schools, including their local situation, general management, and pecuniary condition, as well as the discipline, course of study, books, and method of teaching. The dismissal as well as the appointment of the teachers require the consent of the State authorities, and sentence of dismissal may be pronounced by them in case of proved incompetency or moral unworthiness, in conformity with an established disciplinary law which prescribes a regular judicial procedure, affording liberty for the party inculpated to make his defence, and allowing an appeal. The appeal is reserved exclusively to the ministry as a whole (*des gesammten Staatsministerium*). Every person definitely appointed a teacher acquires a legal claim to a pension on dismissal for age or infirmity. This claim begins with the sixteenth year of service; the amount depends on the length of service, rising ultimately to three-fourths of the stipend.

To the question whether means exist of acquiring from official reports, published works, or other sources, accurate information respecting the management of these schools, their system of discipline and methods of instruction, it is answered that there is at present no official publication of this nature, but that one is now preparing and will probably appear very soon. An account of the regulations issued up to 1854 may be found in the second part of Von Ronne "Das Unterrichtswesen des Preussischen Staats," Berlin, 1855. Every *Gymnasium*, however, and every *Real-Schule* publishes annually its "*Programme*," which gives an accurate account of the tasks done (*Unterrichtspensa*), the number of boys, and all other matters interesting to parents or to the general public. The example set by Prussia in this respect has been followed by 23 other German States, including Austria; and there is a regular interchange of these "*programmes*" between them and Prussia. The interchange with Denmark (with the *Gymnasium* at

Reikiavik in Iceland) has been stopped, on the side of Prussia, of late years. This practice has been very useful, but the expense it occasions (about £3000 in 1860) and the accumulation of volumes in the school libraries will, it is apprehended, render some change inevitable.

The Programmes of the Berlin schools, 13 in number, are furnished as samples. They all begin with an essay or dissertation by one of the masters on some classical, historical, or scientific subject. A detailed statement follows of the whole work of the year, the books and portions of books read, the themes or other compositions written, and the time consumed, and of the subject and problems set at the final examination. There is also a short history of the school during the year, notices of the masters who have left, and biographical accounts of those who have come. The numbers and class distribution of the school are stated, and the fluctuations they have undergone; the names and ages of those who have passed the final examination; the time they have spent in the school and in the first forms respectively, and the faculty each has chosen; the books, instruments, &c., purchased for the library and the laboratory, &c.; the holidays; the ordinances or regulations which have been made by authority affecting the school; and there is a notice of the public examinations which will be held during the ensuing year. There is also a table shewing how the work is distributed among the various masters, and the number of hours during which each is engaged. In these tables it is to be observed that each master is commonly charged wholly or partially with some one subject, which he teaches in several distinct forms, being himself perhaps also the *Ordinarius* of a form.

The complete normal course of instruction (*der vollständige Normallehrplan*) followed in the *Gymnasien* is fixed by certain instructions issued by the Minister of Education (24th October, 1837), and modified in some particulars by subsequent instructions of 7th Jan. 1856. An abstract of these documents is subjoined.

#### ABSTRACT OF INSTRUCTIONS OF 24TH OCTOBER, 1837, RESPECTING GYMNASIEN.

*Admission and Qualifications.*—Boys are not admitted under 10. The requisite qualifications are—

- To read fluently German and Roman text "*nicht allein mechanisch sondern auch logisch-richtig*," to know the parts of speech, and to be able to parse a simple sentence, and to write orthographically.
- Some facility in writing from dictation legibly and neatly.
- Practical facility in working the first four rules of simple arithmetic and the elements of fractions.
- Elementary knowledge of European geography.
- Familiarity with the history of the Old Testament and the life of our Saviour.
- First rudiments of drawing, with elementary geometry (*Geometrische Formenlehre*).

*Subjects of Instruction.*—The *Lehrgegenstände*, or subjects of instruction, in all *Gymnasien* are—

Languages: German, Latin, and Greek.  
Religion.  
*Philosophische Propädeutik* (now abolished).  
Mathematics, with Physics and Natural History.  
Writing, Drawing and Singing.

"The experience of centuries and the judgment of the intelligent declare that these subjects are eminently fitted to awaken, develop, and strengthen all the intellectual powers, and to supply to youth the requisite preparation for the thorough and thoughtful study of the sciences. This cannot, however, be said of Hebrew or of French. The former is useful as a special preparation for a special *Facultäts-Studium* (theology); the latter owes its elevation to the rank of a subject of public instruction, not so much to its intrinsic excellence and the *bildende Kraft ihres Baues* as to its utility for practical life." The two latter, therefore are admitted on *external* grounds, the former from their real and intimate connection with the object for which the studies of the *Gymnasien* are pursued.

"Of these (the former) none can be subtracted from the circle of study without materially endangering the education of youth; and all propositions having that tendency have proved, on closer examination, to be impracticable and unsuited to the object in view."

These several studies are to be kept with the strictest care in due harmony and proportion to each other; and it is only by unity and due subordination in the system and methods of instruction that the multiplicity of the *Lehrgegenstände* can be prevented from confusing and stupifying (*verwirren und abstupfen*) as it is sometimes accused of doing, the learner's mind, and perhaps injuring his health.

It is with this object that Government has established for all *Gymnasien*, the system of forms and that of form-masters (*Klassen-*

*ordnung und Klassenordnaria*), and this also is the main object of the regulation of this ordinance.

*Method.*—Cognate subjects are not, as heretofore, to be studied at separate hours, but in the same lesson-hours (*Stunden*), with or immediately following each other.

It is, therefore, advisable as well as practicable that the following studies should be brought into close connection with each other.

#### Two Lower Forms.

Latin.	}	History.	}
German.	}	Geography.	}
		Naturbeschreibung.	}

#### Middle and Upper Forms.

Mathematics.	}	History.	}
Physics.	}	Geography.	}

Also, to prevent the distribution of the instruction of each class among too many teachers, not only the branches of one and the same subject, but also those subjects which stand related or in close neighbourhood to each other, should be entrusted as far as possible to one teacher in each form. Hence the same teacher should, as a rule, take charge of:—

#### In the two Lower Forms.

Latin.	}	History.	}
German.	}	Geography.	}
		Naturbeschreibung.	}

#### In the two Middle Forms.

Latin.	}	History.	}
Greek.	}	Geography.	}
French.	}		

#### In the two Upper Forms.

Latin.	}	History.	}
Greek.	}	Geography.	}
German.	}		
or, Latin.	}		
Greek.	}		
French.	}		

#### And in the Highest Form.

Mathematics.	}
Physics.	}
Philos. Propääd.	}

The two lower classes thus require only two teachers.

" middle	"	" three	"
" upper (at most)	"	" four	"

Again, instead of studying several subjects at the same time, and on different days in the week, it appears practicable and advisable to take them in a regular succession; so that, e.g., whilst the same form in the same "half" (*Semester*) studies both Geography and History, the one should be read exclusively in the first months of it, and the other in the last, and the same division might be made in the case of Arithmetic and Geometry, and of Latin and Greek. And as to the two last, where one form in one *Semester* reads both a prose writer and a poet, the prose writer should be read exclusively in the first half of the *Semester* and the poet in the second.

*Selection of Masters.*—The Royal Prussian *Schul-Collegien* are to select the Form-masters (*Ordinarii*\*) with the greatest care, not only from the school in which the vacancy occurs, but from all the *Gymnasien* of the province, to transfer them as occasion may require, and take every care for the improvement of their position and circumstances. And the Minister undertakes to appoint as Directors of *Gymnasien* only persons who have earned distinction in the course of a long experience as *Klassen-ordinarien*.

*Hours of Work.*—Long experience, and the judgment of physicians, pronounce that for boys of average strength and health the hours of the *Gymnasien* are not too severe. These are—

4 hours daily in the forenoon,  
2 hours in the afternoon, 4 days in the week,

a quarter of an hour's recreation in the open air being allowed after the second hour in the forenoon, and after the first hour in the afternoon, and a pause of five minutes at least between every other hour, with an interval of two hours between forenoon and afternoon.

\* The *Ordinarius* or Master of a Form stands in nearly the same relation to his form as the Head Master (*Rector or Director*) to the whole school. It is his duty to maintain unity and proportion in the teaching of the form, and he has also the moral and spiritual charge (*Seelsorge*) of the boys in it. It has been considered advisable that the functions of *Ordinarius* should be united with those of teacher of religion to the form. Jahrb. 160.

Sundays are free; there are two half-holidays a week, and the regular holidays (*Haupt-ferien*) subtract a sixth part of the year. With such periods of relaxation, 32 hours per week, in light, airy, and spacious school-rooms, properly furnished with tables and benches (*Subsellien*), cannot be too much; the Minister sees therefore no reason to diminish the school hours, but strictly enjoins that they be in no case and under no pretext exceeded.

**Arrangement of Lessons.**—Each *Gymnasium* is allowed to adopt such an arrangement of the various lessons as may be deemed most suitable to its own circumstances and requirements. The Instructions have annexed to them, however, a scheme, designed to serve as a guide and model (*zur leitenden Norm*). (This scheme, with the subsequent modifications, will be found at the end of the Abstract of the Instructions of 1856. The figures denote the hours to be devoted in each week to each subject.) This scheme is not obligatory as a whole, but there are some points on which no deviation from it is allowed. The number of hours which it assigns to Religion, Languages (and particularly to Classics), and to Mathematics, must not be diminished, these studies being the most important factors of the result which the education of the *Gymnasien* has in view. French is not to be begun below the third form, one new language (Greek) having already a place in the fourth, and the subordinate object at which French aims—a practical acquaintance with a useful tongue—being attainable at a cost of two hours a week during the six years which, as a rule, should be spent in the three upper forms. Natural History may be substituted for Physics in the second form. Boys who have a special talent and inclination for Drawing or Singing are to be allowed to pursue them in the upper as well as in the lower forms. It is recommended that, to avoid confusing the boys' minds, two successive hours should be assigned, where it is practicable, to one subject, so that three, or at most four subjects, be taken in the day, and that the subjects requiring the closest attention should occupy the morning hours.

**Work done at Home.**—This is a very important part of the studies of the *Gymnasien*, and great care is to be taken that it be effective, and on the other hand that it occupy not too much of the boys' spare time. It affords the best test of the degree to which the boy has apprehended what he is taught and has made it his own. It should consist partly of tasks set and looked over; but a portion of time, varying according to the boy's form and capacity, should always be left for private reading of Greek, Latin, and French classics, in which the office of the teacher is rather to guide than to compel. The general subjects to be given for home work are to be settled at each half by the Masters in conference, and distributed by months, weeks, and days. There must be a task book for each form, so that the tasks set, and the amount of time thus engaged, may always be ascertainable at a glance by the Form-master or the Director. The Master of each form is bound to look over the tasks of his whole form once a month at least, and the Director must once a month at least look over all the tasks of some one form. He is strictly enjoined to be vigilant in restraining the practice of setting for German and Latin essays subjects of too abstract a character, and of which the boys have no knowledge, to bring out "what are called their own thoughts" (*bei welchen der Schüler über ganz abstracte oder ihm unbekannte Gegenstände sogenannte eigene Gedanken produciren soll*), a practice, the Instructions say, which is too common, but which can but torment the pupil and is discreditable to the teacher. It is the duty of the latter, on the contrary, not only to give a theme which the boy can in some degree master (*einigermassen beherrschen*), but also to explain clearly the point of view from which he wishes it treated.

**Progress from Form to Form.**—In each of the three lower forms, every boy should remain one year, a period not long enough to weary and discourage him, yet long enough to make him feel the difficulty of the form-work, and enable him to master it thoroughly without an undue strain upon his powers. In each of the three upper forms the regular period is two years, but as to this no absolute rule can be laid down. At a more advanced age it is not necessary to guard so carefully against over-exertion as it is in the lower forms, and a boy's rise may therefore be accelerated by ability and industry. Promotion, however, must depend on proficiency, not in one branch of study only, but in all; not that equal progress is required in all, but no boy can rise from one form to another unless in all the principal subjects he has reached that grade of knowledge which the standard of the higher form requires.

**Gymnastics** are not compulsory; but it is desirable that the opportunity for such exercises as conduce to health and activity, under a competent teacher, should be offered to those boys who, or whose parents, wish it. The expense may be paid either by a small extra fee from those who practise, or by a trifling addition to the quarterly payments received from all the scholars.

**Manner of Teaching.**—It is a frequent subject of complaint, that whilst in the elementary schools a remarkable advance has been made during the present century in the method and practice of

instruction, this improvement has not extended to the higher schools. The younger masters in the *Gymnasien*, it is alleged, do not pay sufficient attention to the difficult art of teaching (*die schwere Kunst des Unterrichtens*); they are too apt, instead of thoroughly grounding their scholars, to overwhelm them with a mass of undigested knowledge; and they try rather to lecture like University Professors, than to teach like schoolmasters; their instructions want life and animation; they fail to accommodate themselves to the capacity of young minds, and they are unable to penetrate, keep on the alert, and handle successfully large masses of boys; and they are too apt to attribute the unsatisfactory results which too often follow, especially as regards proficiency in the classics, in German, and in history, to the stupidity and idleness of their pupils instead of the right cause. The Minister cannot and does not undertake to decide how far these accusations are just; all that he can do is to place them without disguise and in the strongest light before the eyes of those whom they concern. The teachers, by assiduous attention, careful study of the best methods and examples, and diligent practice; the Directors by watchful supervision, by frequently taking forms themselves, and by counsel and suggestions, given at the *Lehrer-conferenzen*, and to the aspirants during their trial year; the *Schul-collegien*, by a judicious selection and promotion of teachers, by introducing the best school-books, and by making use of the opportunities afforded by examinations and periodical inspections, may remove all pretext for these charges, and they are earnestly enjoined to do so.

#### INSTRUCTIONS OF 7TH JANUARY, 1856.

**Modifications of prior Scheme.**—*Philosophische Propädeutik* is no longer to count as a separate branch. The substance (*wesentliche Inhalt*) of it, viz., the elements of logic, may be included in the teaching of German. The two hours of German in Form I. are, therefore, increased to three; but the *Collegien* are allowed, if they think proper, to entrust the subject to the mathematical teachers, and to increase the time assigned to mathematics accordingly.\*

**Religion.**—The two hours are increased to three in Forms V. and VI., to give time for Bible reading and Bible history, and for catechetical instruction. If the number in form be very small, the time may still be two hours.

**Latin and German**, being entrusted to one teacher for each of the two lowest Forms, 12 hours a week are enough for the two. Where the number in Form is large, and the division of the subjects between the two teachers inevitable, three hours may be given to German.

**French** is to begin in Form V., and the hours in that Form to be three.

**For History and Geography** the hours in Forms I. and IV. to be three instead of two. In V. and VI. historical instruction is to be confined to Bible history and to those facts to the imparting of which the Geographical instruction (two hours weekly) gives an opening.

**Natural History**, in the Fifth and Sixth Forms, is to be omitted wherever, in the opinion of the *Collegium*, the school does not possess a teacher capable of making it intelligible and interesting to young boys. In such case the Sixth will give one hour more to Geography, and the Fifth one hour more to Ciphering. The Geographical teacher should, however, take occasion to bring in the subject, in dealing with his own. It is to be omitted in the Fourth, since both Greek and Mathematics begin in this Form. If there is no competent teacher of Natural Science for the Third Form, one additional hour is to be given to History, and one to French. The History of Brandenburg and Prussia is always to form part of the work of the Third.

**Writing** is omitted in the Fourth Form. Teachers of all Forms above the Third are to be particularly attentive in requiring all school-work to be fairly written; and on this, as well as on other accounts, the written work is to be kept within its proper limits.

Hebrew, Singing, and Gymnastics are omitted in the new scheme, because the time given to them is wholly or partially out of school hours.

**No Deviations to be allowed.**—Deviations from the Scheme are not henceforth to be allowed, except such as have been first submitted to the Minister of Education, and received his sanction.

No dispensation from the study of Greek is hereafter to be allowed, except with the approval of the Provincial *Collegium*, in small towns where there is not, besides the *Gymnasium*, a *Realschule*, or a *Höhere Bürger-schule* in which Latin is taught. Whenever such a dispensation is granted, the boy is to be informed that he is thereby excluding himself from the final (*abiturienten*) examination.

These Instructions, like the others, conclude with an urgent appeal to Directors and Teachers of Schools to amend the defects com-

\* This subject was introduced under the influence of Hegel, in 1835.

plained of in the manner and practice of teaching; to bear constantly in mind that the work of every School, and of every Form, has its single aim, and requires that all its parts should be harmonised and kept in their due proportion and relation to each other; to keep, as far as possible, in each form, the same work in the hands of the same teacher; to limit the quantity of written essays and exercises, and avoid subjects which the boys are unable to master; to teach thoroughly rather than to teach much; to stimulate and test by their questions not only the memory but the powers of comprehension, thought, and combination, and to make the reading of the classics not a mere exercise of grammatical and lexicographical knowledge, but an introduction to the substance and spirit of the great writers of antiquity. For this latter purpose it is recommended that the boys should be more frequently called upon to give a clear and connected account of the contents of selected portions of these authors, which, it is added, might usefully be done in Latin.

SCHEME OF 1837.

SUBJECTS.	I.	II.	III.	IV.	V.	VI.
Religion .....	2	2	2	2	2	2
German .....	2	2	2	2	2	4
Latin .....	8	10	10	10	10	10
Greek .....	6	6	6	6	..	..
French .....	2	2	2	..	..	..
History and Geography .....	2	8	3	2	3	3
Mathematics .....	4	4	3	3	..	..
Arithmetic and Elementary Geometry .....	..	..	..	..	4	4
Physics .....	2	1	..	..	..	..
Philos. Propædæutik .....	2	..	..	..	..	..
Natural History .....	..	..	2	2	2	2
Drawing .....	..	..	..	2	2	2
Writing .....	..	..	..	1	3	3
Singing .....	..	..	2	2	2	2
Total Hours .....	30	30	32	32	32	32
Hebrew in the case of Boys intended for Theology .....	2	2	..	..	..	..

SCHEME OF 1856.\*

SUBJECTS.	I.	II.	III.	IV.	V.	VI.
Religion .....	2	2	2	2	3	3
German .....	3	2	2	2	2	2
Latin .....	8	10	10	10	10	10
Greek .....	6	6	6	6	..	..
French .....	2	2	2	2	3	..
History and Geography .....	3	3	3	3	2	2
Mathematics and Arithmetic .....	4	4	3	3	4	4
Physics .....	2	1	..	..	..	..
Natural History .....	..	..	2	..	(3)	(2)
Drawing .....	..	..	..	2	2	2
Writing .....	..	..	..	..	3	3
Total .....	30	30	30	30	30	28(27)

\* It may be convenient to add here the Scheme laid down in 1856 for the *Real-Schulen*:

SUBJECTS.	I.	II.	III.	IV.	V.	VI.
Religion .....	2	2	3	2	3	3
German .....	3	3	3	3	4	4
Latin .....	3	4	5	6	6	8
French .....	4	4	4	5	5	..
English .....	3	3	4	..	..	..
Geography and History .....	3	3	4	4	3	3
Natural Science .....	6	6	2	2	2	2
Mathematics and Arithmetic .....	5	5	6	6	4	5
Writing .....	..	..	..	2	2	3
Drawing .....	3	2	2	2	2	2
Total .....	32	32	32	32	31	30

In the teaching of the *Gymnasien*, the boy's future vocation is never taken into account, except in the article of Hebrew. It is deemed to be of the highest importance that the fundamental elements of a good general education should be imparted, without reference to the future practical application of the knowledge thus bestowed. School Directors and Teachers are expressly forbidden, for instance, to lower or vary the general standard of work in the case of boys intended for the army. On the other hand, the individual capacity of each boy is to be considered as far as possible. Thus in the Final Examinations superior proficiency in mathematics is allowed to compensate for inferiority in languages, and *vice versa*.

French (as has been seen) is obligatory at the *Gymnasien*: both French and English at the *Real Schulen*. The standard for both is fixed by the requirements of the Final Examination. To impart the power of speaking these languages fluently is not deemed the main object of instruction; such a power is attainable only in a very moderate degree by boys at public schools, taught in large classes. The business of such schools is rather to give that sound grammatical knowledge and familiarity with the vocabulary which are necessary for correct speaking as well as for correct writing, and also some acquaintance with French and English literature. The methods of teaching consist chiefly in oral repetitions of grammar and constructions, and in written translations from German done at home (*Exercitien*), and in school without grammar or dictionary (*Extemporarien*). —*The Museum*.

## II. Papers on Universities.

### 1. THE OXFORD COMMEMORATION.

A brilliant sun, a cloudless sky, and a summer air of exquisite softness, combining to form a day such as midsummer Day should ever be, June 21, will make the Commemoration of 1865, otherwise not very distinguished, a pleasant memory to those who witnessed it. At the usual early hour gay dresses were flitting about the solemn streets and old gray corridors of Oxford. The saturnalia of Undergraduate Oxford began early. Young throats were giving vent to those hearty shouts which are seldom uttered after two-and-twenty, and which are never heard without a thrill of pleasure by those who have once taken part in them. The first name was that of Lord Derby, which was lustily cheered. Then followed three cheers, loud and prolonged, for Jefferson Davis; then a storm of groans for President Johnson, tremendous cheering for General Lee. The general political leanings of "young Oxford" were shown by repeated contests between opposite sections. For Lord Palmerston something like a unanimous cheer was raised, while the name of Mr. Whalley with a unanimous groan. "The Liberals" were repeatedly hissed. Lord Stanley's name was well received. Victor Emmanuel, the Bishop of Oxford, Dr. Pusey and Professor Kingsley, were cheered. Mingled applause and hisses greeted the name of Archdeacon Denison. The gallantry of the youth broke out repeatedly in the somewhat eccentric fashion on such occasions. Classifying under every shade of colour and style of dress, under every variety of age and almost of thought, "the ladies," received the rapturous plaudits of their admirers. "The ladies in blue" seemed to have the call—but were closely pressed upon by "the ladies in violet;" "the ladies in black and white;" "the ladies in green;" "the ladies in hats;" "the ladies with flowers in their bonnets;" "the ladies going to the ball;" "the ladies who dance," and so on *ad infinitum*. Among the cries of this kind less common than those we have mentioned were "the ladies going in for examination" (an allusion to the recent extension of the Cambridge middle-class scheme); "the ladies who are plucked;" "the ladies who get through;" "the ladies over 21;" "the ladies under 21," and "any other ladies." The general applause thus lavished on the weaker sex stood in marked contrast with the fierce anger concentrated on certain individuals of the other, who from time to time appeared in the arena in white hats or coats, or who accidentally entered within the doors without removing their hats. Through all this storm of mingled approbation and disapprobation it was curious to see three Indian Princes placidly sitting, evidently surprised and somewhat amazed, but only by very slight signs betraying either feeling. Several warm cheers were given for these interesting foreigners, who received these marks of good-will with evident satisfaction. The arrival of the procession from the Vice-Chancellor's house caused a cessation of undergraduate cries, and convocation was formerly opened, the Vice-Chancellor submitting the names of the distinguished personages on whom it was proposed to confer the honorary degree of D.C.L. to convocation. Having passed the house, Dr. Travers Twiss, Regius Professor of Civil Law, presented them, in appropriate Latin speeches, in the following order:

Lord Lyons, M.A., Christ Church, G.C.B., late British Minister



at Washington; Lieutenant-General Sir Hugh Rose, G.C.B., K.S.I., who has lately returned from the command-in-Chief in India; Count de Vogue, a distinguished biblical antiquary and explorer of the Holy Land; H. I. Summer Maine, LL.D., Trinity Hall, Cambridge, author of a profound treatise on *Ancient Law*, and now Legislative Member of the Council of India; the Hon. J. A. Macdonald, Attorney-General of Upper Canada, and senior member of the Canadian deputation; Dr. Robert Christison, of Edinburgh, the renowned toxicologist; and Dr. William Stokes, of Dublin, eminent for his physiological researches.

The reception given to the new doctors as they shook hands with the Vice-Chancellor, was of the most flattering description.

The Vice-Chancellor was heard attentively, and the degrees were conferred without any of that senseless clamour which for the last three or four years has disgraced the undergraduates. Interruptions were few and not impertinent; the addresses of the Professor of Civil Law (Dr. Twiss) were allowed to be heard, and the several recipients of degrees were received not without some tolerable appreciation of their merits. Lord Lyons, who came first, was warmly greeted; Sir Hugh Rose was received with even more favour; Count Melchoir De Vogue was evidently less known, but was fairly cheered; Mr. Macdonald, the Canadian, had a good reception. Mr. Maine disputed with Sir Hugh Rose the honours of the day. Professors Christison and Stokes had a fair amount of applause, but intermingled with some cries of "Don't know them." The Public Orator then commenced the speech, which constitutes technically "the Commemoration." The academic youths listened with patience for about five minutes, after which there was a great deal of interruption, mingled, however, with cries of "Order, order," and the result was that most of the speech, in which the undergraduate body was not spared: was pretty generally heard.—*Montreal Gazette*.

## 2. THE QUEEN'S COLLEGES AND THE ROMAN CATHOLICS.

"Denominational education" is becoming the cry of every party in the State. During the week the cause of "mixed education," as it is called, has been injured, so far as relates to the experiment in Ireland, commenced with such golden promise a few years ago, by the proffer of the Government to the Roman Catholics to affiliate a purely Roman Catholic College to the Queen's University at Dublin. The examination for degrees in arts, or law, or medicine, will be conducted by the authorities at the latter institution, while the preparation of the Roman Catholics can take place in a sectarian college. Party exigencies rather than disappointment in the results of the Belfast, Cork, and Galway Colleges, have brought this compromise about. The scheme, of course, will not stop here. Already it is assumed that the professors of the sectarian college must be added to the examining board; and there are ominous hints—suggestive of another Maynooth—that when even this is gained we shall be brought to face the fact of "four colleges associated on equal terms in one university, but three of them exclusively Protestant and largely endowed, the fourth Roman Catholic, but neglected by the State, though requiring aid more than all the rest."

## 3. UNIVERSITY OF BOMBAY.

Sir Bartle Frere in his address to the last convocation of the Bombay University, thus alluded to the new native Fellows of the Senate:

"Mr. Kurnoodass Madhowdass has by a long and consistent course of self-sacrifice inseparably connected his name with the cause of truth, enlightenment, and civilization in India. I feel assured that the spirit which has actuated him will give a life and vigour to the action of the university, and to its connexion with a most important section of the Hindoo community, which can not but produce important results. We welcome Luximon as the most eminent of native mathematicians in Western India. (Applause.) Dr. Muncherjee Byramjee Cola and Raho Sahib Mahiputram Roopram have both established similar claims to a seat in your Senate. They have visited the great universities of Europe, and have thence brought back something of those Western views of true learning and mental discipline on which we must act in this university, if we hope to attain that position which centuries of well-deserved labour and study have given to the universities of Europe. To Mr. Madhowrow Govind Ranadee, I would offer an especial welcome, as the first of what I trust will be a long and distinguished roll of Fellows who will look to this university as their own mother in learning."

## III. Papers on Canada.

### 1. THE PROGRESS OF CANADA AND THE UNITED STATES.

For some time past we have been in search of statistics by which our readers could see the real progress of Canada and her rival, the American Union, are making in wealth and population. The official publication of the last census of the United States supplies the want. From the *Globe*, we gather full extracts from it, which we can compare with results of our own advancement, and so strike the balance between the progress of the rivals. First, then we learn that the census tables show that the population of Upper Canada is increasing at a far greater rate than the population of the United States. In 1850 the population of the United States and Territories was 23,191,876. In 1860 it numbered 31,433,322—an increase of 38.58 per cent in ten years. In January, 1852, the population of Upper Canada numbered 952,004. In January, 1862, it increased to 1,456,681—an increase of 53.01 per cent. In other words, says the *Globe*—"while the United States have added, in ten years, in round numbers, thirty-five persons to every hundred of her population, Upper Canada had added fifty-three to every hundred of hers."

So much for Upper Canada: The comparison does not, of course, hold so well as regards Lower Canada; but even there the States have not so much to boast of. In 1852 the population of Lower Canada was 890,261. In 1862 it may be stated to have been 1,138,430—an increase in ten years of 27.88 per cent, against the 35.50 per cent increase of the United States. But taking the increase of Upper and Lower Canada together against the increase of the States, for the two periods of ten years mentioned, we find that the increase in population in Canada has been five per cent. greater than that in the States! This is a great result, considering the gigantic efforts made by the States to monopolise the emigration of the world. These figures, it will be seen, are so far at fault, that they compare the progress of the States from 1850 to 1860 against the progress of Canada from 1852 to 1862. But, then, it must be borne in mind that the emigration to Canada in the few years preceding 1850 was very small, while the emigration to the United States for the few years preceding 1862 was large—a state of things which renders total increased rate of population on the part of Canada all the more remarkable.

A further comparison of statistics reveals the fact that Lower Canada, slow as she is, has in ten years increased her population at a greater rate than any single State in the Union, during a like period of ten years, with, we believe, one exception, Illinois.—And with regard to Upper Canada, the result is still more satisfactory. To make a single comparison—Upper Canada, in ten years, increased her population from 952,004 to 1,456,680—an increase of 53.01 per cent. New York during a like period increased its population from 3,097,494 to 3,880,735—an increase of only 25.29 per cent! Compared to the increase for ten years of the whole group of Western States, including Illinois, Michigan, Indiana, Ohio, Wisconsin, Minnesota, Iowa, Missouri, Kentucky, Kansas and the territory of Nebraska, the rate of increase in Upper Canada, for a like period, falls off. In 1850 the population of those States was 6,386,000. In 1860 it was 10,147,663—or an increase of 60.47 per cent; while, as we said before, the decimal increase of Upper Canada is 53.01 per cent. But manifestly the proper way to estimate the progress we are making is to compare the whole of the United States, Territories and all, with the whole of Canada, and according to this comparison, as has been already shown, Canada has increased her population, in ten years, five per cent greater than the United States. These figures are satisfactory so far. They show that, despite the assertions of the annexationists, Canada is increasing in population—and population in the western world means wealth—at a greater rate than the States. They also indicate a bright future for the country, when emigration developed by the government to its fullest extent, and when, as we hope will be the case, the fertile prairies of the North West are thrown open to Canada and old country settlers.—*London Prototype*.

### 2. THE RESOURCES OF CANADA.

In foreign countries a number of persons will be found whose custom it is to regard Canada as an inclement, unproductive region where the inhabitants for half the year are compelled to bundle themselves up in furs, and huddle closely together over roaring fires, denied of all the comforts and conveniences of life. Even in England, although of late our fellow subjects have become better informed about us, there are but few among them who have any

idea of the vast resources of our country, or the energy and productive industry of the Canadian people; and we ourselves are not perhaps altogether aware of the many natural advantages we possess. A brief consideration of our resources will therefore not be uninteresting.

First the mineral wealth of Canada is immense, needing only capital to develop it and render it a great resource of national wealth. The Lake Superior copper has already become famous for its extent and value, and the Acton Copper Mine, in Lower Canada is one of the richest in the world. The iron deposits in the neighborhood of Lake Superior seem to be practically inexhaustible.

In the vicinity of the Gilbert and Chaudiere Rivers, in Lower Canada, have been found large deposits of gold, which seem likely to conduce largely to the wealth and prosperity of the Provinces.

With the Oil Wells of Upper Canada we are all more familiar, but probably few among us have any adequate idea of their importance. The section of country embraced by them is over ten thousand miles.

The quantity of grain produced by Canada annually seems almost fabulous. —Of Wheat last year over 25,000,000 bushels was grown; 12,000,000 bushels of peas; 40,000,000 bushels of oats; over 1,500,000 tons of hay; 13,000,000 bushels of buckwheat; 28,000,000 bushels of potatoes, and 10,000,000 bushels of turnips. We also produced 30,000,000 pounds of beef, sheared 5,500,000 pounds of wool, and made 45,000,000 pounds of butter. The number of milch cows, horses, sheep and pigs is considerably over two millions.

Turning to our manufactures we find them by no means insignificant. Lower Canada alone contains over 2,000 saw mills, and in one year cut nearly 800,000,000 feet of lumber.

Our coast line from the Gulf of St. Lawrence to Lake Superior is over 2,000 miles, and besides our magnificent system of water communication, we have over 2,000 miles of railroad traversing the country in all directions.

The population of Canada liable to military duty is about half a million, the embodied militia 90,000 men, the volunteers alone numbering some 30,000.

There are nearly 300 newspapers in the two Canadas, employing 2,000 persons; 8,000 schools educating 60,000 boys and girls.

Let us hope that the people of Canada will have sufficient energy of purpose and industry to benefit by the many advantages they possess, and by loyalty and patriotism strive to preserve to their children the blessings they themselves enjoy. —*Hamilton Spectator*.

### 3. THE CANADIAN CONFERENCES WITH THE QUEEN'S CABINET.

The *Halifax Express* is permitted to make the following extract from a private letter written from London recently:—

"The affairs of the British American Provinces are said to be arranged with the Canadians now here, and although I, of course, have no personal knowledge of the details, I am inclined to attach importance to what every well-informed man in London asserts to be the case. Everything that an outside observer could see, gives additional countenance to the rumours referred to. At a late Queen's Concert, of which half-a-dozen are usually given at Buckingham Palace toward the end of the season, the Canadians were presented immediately after the Foreign Ministers, and Her Majesty, in the most marked manner, stepped from her place, walked over to where they stood, and conversed with them for several moments with great animation. Every other official attention which could be paid them, from the Prince and the Duke of Cambridge downwards, has been dictated by the same considerate spirit. From all which I think this inference is clear, that the Government of this country have not the remotest intention of throwing off your neighbours, or yourselves, just at present. The points agreed upon between the Canadian Ministers and the Queen's Cabinet were yesterday reported to Parliament, of whom all the colonists speak with enthusiasm. The papers are not yet printed, but you will probably have them by next mail. A member of the House, who had a rapid glance at the manuscripts, informs me that the agreement includes these four main points: I. A complete system of Colonial Defence; II. The Intercolonial Railway; III. The Hudson's Bay Company to be turned over to Canada to settle with Canada alone; IV. Every effort to be made at Washington for the renewal of the Reciprocity Treaty. There may be some other things included, but I believe I am correct in saying that these four are the main features of the new convention. Should this turn out to be the case, then the six weeks spent here by the Canadian Ministers will have proved the best "investment" Canada has ever yet made in the Metropolitan market of the world. Everything has conspired, as it were, to help them. The very uncertainty and anxiety felt about the policy of the new American President greatly enhanced the importance of their mission. Then it is only justice

to say that these men themselves were found fully up to their work. Mr. Cartier's Anglo-French political principles, always courteously but firmly maintained in all companies; Mr. Macdonald's mingled frankness and *finesse*; Mr. Galt's *sweetness in modo*, combined with Mr. Brown's *fortiter in re*; these several qualities of the different men, each had its uses in bringing about the general result. Mr. McGee's speech at Wexford, and his subsequent remarks at a most respectable and influential meeting in "the city," have also had a very happy effect in disposing the public mind most favourably to the Provinces. For the encouragement of Ministers about to enter on a new Colonial policy, on the eve of a general election, some such indications of public opinion were absolutely necessary; and it is admitted that nothing could have been more judiciously done. I send you, from the *Morning Advertiser*, the best condensed report I have seen of the city speech of Mr. McGee, but no report will give you any adequate idea of the impression made on the minds of the audience, of whom I had the honour to be one. I may say that this numerous delegation proved not one man too many, nor did they arrive one day too soon. Anti-colonial prejudices and opinions had made great headway the last few months in all circles and among all classes. Statements like Mr. Lowe's, and writings like Dr. Goldwin Smith's, were uncontradicted, silently doing their work of undermining every colonial interest, financial and political. The Canadian Ministers, however, by mingling freely with all parties and classes, Derbyites and Palmerstonians, Lords and Commons, editors and capitalists, by enlisting even the ladies on their side, by interesting Oxford dons and London club-men—have given a tone and direction, in all matters colonial, to the public mind, which, as a friend of the colonies, I sincerely hope may be carefully husbanded and "utilised." We are glad to hear that some of the statesmen of the Maritime Provinces are to be here shortly. They could not come at a better or more favourable time. But for one thing they must be prepared, viz.: that the continued maintenance of the connection on our part depends on your union among yourselves."

### 4. CANADA AT THE DUBLIN EXHIBITION.

A gentleman who recently returned to this city from the Dublin Exhibition speaks very highly of the Canadian collection and states that it is one of the finest and most imposing in the building. A large number of French gentlemen were prominent in their attendance on the collection, and appeared to view the productions of Louis XIV. with deep and regretful interest. The magnificent collection of minerals contributed by the Canada Geological Survey was especially admired and had no rival, the contributions in this department from other countries being few and far between. It attracted the special attention of many gentlemen from the British mining districts, and in several instances led to inquiries, which will probably be followed up by the introduction of British capital for their proper development. The grains made a good show and were pronounced by competent judges to be equal to anything on the ground. The clover seed was said to be the best ever seen in Ireland. Many of the carpenters' tools could not be procured in Dublin, and several were inquired for at any price. It was the general opinion that a good business in these articles could be done in Ireland, particularly in spoke shaves and other small tools. The agricultural implements were very superior, better than any shown. Furs were very good and attracted considerable attention. Many inquiries were made for the skates and snow-shoes, every article of this description having been bought at the opening. The photographic department was deservedly one of the features of the collection, and far surpassed the specimens furnished by the British and French photographers. This was particularly the case of Mr. Henderson's views of the Eastern Townships, and Mr. Notman's splendid book of copies from engravings and paintings. The atmosphere of Canada is peculiarly favorable to the photographer; but apart from this, these gentlemen have brought great natural abilities to bear upon the development of the art; and, favoured by a correct artistic taste, have succeeded in utterly distancing their European rivals. Mr. Duncanson's two paintings, "The Lotos Eaters," and "The Falls of the Chaudiere," were also greatly admired. The latter composition was sold to an Irish nobleman soon after the opening of the exhibition, for \$400. Much surprise was manifested at the beauty and solidity of the specimens of book binding contributed by Mr. George E. Desbarats of Quebec. A good many contributions had been sent into this department, but Mr. Desbarats' handiwork far excelled them all. A host of works, well designed not only to show the elaborateness of the book binders' art, but also to illustrate the growing literature of the province. Mr. Lovell's collection of school books came in for its due share of praise in this connection, and for cheapness and high tone and character was pronounced by many dominies and learned professors

to be equal to anything shown. A good many specimens of flax and oil were exhibited. The flax was very favorably spoken of by Belfast and other Northern linen men, and compared very well in length and fineness of fibre with many of the specimens grown on Irish soil. The oils also came in for very favorable notice. The fine display was greatly admired. The Canadian tweeds exhibited attracted a great many inquirers, and persons interested in the manufacture of Scotch tweeds admitted that they could not undersell us in our own market, while the qualities shown were very superior. An enormous stride has been taken by Canada in this respect of late, and we may soon be able to compete with the British manufacturer on equal terms, duty or not duty. The Canadian woods were a source of astonishment to many who had only previously seen our pines and other rough, cheap woods, and were the finest collection on the ground. An exposition of the solar system was looked upon as a very interesting and ingenious work, and was not the least attractive feature in the collection. Our informant had a good opportunity to note the effect the Canadian collection had on the visitors; and expressed as his belief that, apart from the collections of England, France and other large European countries, it proved the most impressive and complete in the building. He also states that Ireland is in a very prosperous condition; that many new manufactories were springing up in the northern towns, and that the country was evidently entering on a new era of wealth and contentment.

#### IV. Biographical Sketches.

##### No. 46.—GENERAL ADAMSON.

Few men, in this or any other country, reach the advanced age to which the Hon. General Adamson, whose death occurred, a few days ago, at Norval, attained. He was 89 years of age when death called him away. General Adamson was a native of Dundee, Scotland. He entered the British army at the age of fifteen, and after doing duty in England, for some time, was sent to Ireland on the breaking out of the rebellion of 1798. He served through the rebellion. After this he joined the expedition to the Cape, when he acted as Brigade-Major to the Highland Brigade, commanded by Sir Ronald Ferguson. From the Cape he was ordered, with the regiment, the 71st Highlanders, to South America, where he was at the taking of Buenos Ayres under the command of Sir Home Popham, where he was taken prisoner. But, on making his escape, and after being conveyed 600 miles into the interior of the country, he was at the storming and taking of the town under Gen. White-lock. He was severely wounded while leading his company, which formed the storming-party, at one of the principal gates. After recovering from his wounds, he was ordered to join Sir Arthur Wellesley (late Duke of Wellington) in the Peninsula; where he served until the end of the war, and was engaged in many of the principal battles, for which he held a number of medals and orders of distinction; amongst others the gold medal for Salamanca, the star and order of the Tower and Sword, K. T. S., the Peninsula medal with clasps, for the Nive, Nivelle, St. Sebastian, Vittoria, Badajos, Ciudad Rodrigo, Fuentes D'Onor, and the gold cross. He remained five years after the close of the war in Portugal where he had the command of the district of Pennifel. General Adamson came to Canada in 1821, where he remained until his death, actively engaged in the clearing and cultivating of a farm and improving of the country. He was made a life member of the Legislative Council, by his previous companion in arms, the then Governor, Sir John Colborne. Possessed of no boisterous activity, General Adamson was one of those who gave the tone of sobriety and scrupulous decorum, which even yet, the Legislative Council, in a very great degree, retains. During the rebellion of 1837-8 General Adamson raised and commanded the first provisional battalion. After this he retired to private life and spent his remaining years amongst his family, at his late residence—Toronto House. He was created General of the Portuguese army for his services in that country; and he held the rank of Colonel in the British army. He received a pension from the Portuguese Government; but we believe it was not, at first, or always, paid with regularity.

##### No. 47.—EGERTON F. RYERSON, ESQ., M.A.

Died on the 10th ult., at the residence of his father, in the town of Brantford, after a lingering consumption, caused by cold, Egerton F. Ryerson, Esq., A.M., Crown Attorney for the county of Perth, and only son of the Rev. John Ryerson, aged 38 years. He was born at Grimsby, Niagara district, on the 11th of September, 1827. At the age of nine years he was sent to the Upper Canada College, where he remained four years, and gained many honours

and prizes. The next four years he was sent to Victoria College, after which he entered University College, at Toronto, a year in advance. At the end of three years he took his degree of A.B., and afterwards the degree of A.M., in the Toronto University. He studied law in the office of Mr. Recorder Duggan, and after his admission to the Bar, he took his residence at Stratford, county of Perth, where he practised his profession thirteen years. By appointment of Government, he discharged with universal acceptance the duties of County Judge, during the nine months of the protracted illness which terminated in the death of County Judge Burritt. A short time before his last illness, Mr. Ryerson was, without application, appointed Crown Attorney and issuer of Stamps for the county of Perth. Besides being well read and much respected in his profession, he was fond of literature and science. He wrote Latin and French, and had a good knowledge of anatomy, chemistry, botany, geology, and astronomy, as well as of English and general literature. Before his decease, he sought and obtained peace with God by faith in the atonement of Christ, and died "in sure and certain hope of a glorious resurrection to eternal life." Several of his friends came from Stratford and Brantford to attend his funeral—including the High Sheriff and members of the bar of the county of Perth. The members of the bar from Stratford and Brantford attended the funeral in a body in their robes. The funeral service was read at the Wesleyan Church in Brantford, by the Rev. Mr. Portland, who had often visited the deceased during his illness, assisted in prayer by the Rev. Mr. Burnett, of the Scotch Presbyterian Church.

##### No. 48.—WILLIAM SMART, ESQ.

We deeply regret to record the death of Wm. Smart, Esq., Judge of the County Court of the County of Hastings. Mr. Smart was the only son of the Rev. Wm. Smart, who was forty years Pastor of the Presbyterian Church of Brockville, now a resident of Gananoque, and who still survives. He commenced the practice of his profession in Brockville, and was appointed judge by the Baldwin Lafontaine Administration, in the year 1843, which office he held up to the day of his death. Whatever may have been his faults—Mr. Smart was a gentleman and his death will be deeply regretted by a large circle of friends and acquaintances. The remains of the late Judge, which were taken to Brockville for interment, were followed to the Station on Tuesday evening by a large concourse of sympathizing friends.—*Belleville Intelligencer*.

##### No. 49.—MRS. LYDIA HUNTLEY SIGOURNEY.

Mrs. Sigourney is dead. She died at 10 o'clock this morning, June 10, after a lingering decay. We believe there was no particular disease, aside from the failing powers of old age. She grew very thin, and wasted away. Her death, like her life and character, was marked by a quiet peace and a clear Christian trust. Lydia Huntley Sigourney was born at Norwich on the 1st of September, 1781, and was, consequently, in her seventy-fourth year. During the quarter of a century ending, perhaps somewhere about 1850, her name was more widely known in either hemispheres than that of any other American authoress. Latterly her poetry has given place in most libraries to that of a more modern and varied school, though it will never be wholly superseded. She was early addicted to verse making, possessed a temperament which, while it never marred her sound and solid health, was, nevertheless, keenly susceptible to the varied beauties and subtle influences of nature. She removed to this city in 1814, where she opened a select school for young ladies, and where her poetical talent and many lady-like and Christian graces soon attracted the notice and engaged the personal interest of the late Daniel Wadsworth, a gentleman whose artistic and literary taste was fortunately equalled by his pecuniary means; and he was the means of introducing her to the public, in a volume of "Moral Pieces in Prose and Verse." In 1819 Miss Huntley became the second wife of Charles Sigourney, a well-known merchant of this city; and since that time she, while engaged in the domestic cares of rearing a family of children, found time to contribute largely to the serious literature of the country, both in prose and verse. Her published works, in all, number nearly fifty volumes. Her prose is marked by vigor, beauty, and good sense, and, like her poetry, is full of good moral precepts. Her poetry belongs to a past school, in which we look for such names as those of Dr. Beattie, Hannah Moore, Mrs. Barbauld, Dr. Watts, and perhaps we may add, without injustice, the more eminent one of Goldsmith. She has been called the 'Hemans of America,' and in some respects the designation was not amiss; her poetry in some particulars was not much unlike that of Mrs. Hemans, though more subtle, and perhaps less imaginative. Some of her poems are by no means destitute of imagination; but their

main characteristic is their religious and preceptive spirit, blended with the evidences of the influence on the writer of natural objects and beauties. Mrs. Sigourney's funeral took place at Christ church. Rev. Dr. Clarke, the rector, made a beautiful discourse on the life and character of Mrs. Sigourney, closing with the language of consolation to mourning relatives and friends. Previous to his remark, Rev. Professor Pynchon, of Trinity, read a funeral anthem, the choir alternately responding; and the Rev. Mr. Fisher read the lesson taken from First Corinthians, chapter 15, and the impressive reading was succeeded by that beautiful expression, in music, of the soul's exalted faith—

I know that my redeemer liveth,"

sang with thrilling effect by an unseen choir. During this time the coffin remained in front of the altar. It was of rosewood, covered with black broadcloth, and on it were a profusion of flowers, in wreaths and crosses, with a harp lyre. A laurel wreath lay at the foot, and a beautiful floral crown, made of roses and heliotrope, was seen at the head. While the coffin was borne slowly up the aisle by old and near friends of the deceased, the rector read the opening sentences of the beautiful services of the Episcopal church—

"I am the resurrection and the life."

and the deep, solemn tone of the organ blended with the tones that conveyed the words of Christian faith and trust. After the rector's discourse the closing hymn was sung, from Revelations, 7th Chapter 9th verse—

"Who are these in bright array?  
This innumerable throng,  
Round the altar night and day  
Tuning their triumphant song"

After the concluding prayers the remains were taken to Spring Grove Cemetery, where the committal service was said and the benediction pronounced.—There in the beautiful grounds of Spring Grove, henceforth made more hallowed than ever, rests all that was mortal of the good and beloved Mrs. Sigourney. So sleep the just and the blest. "They rest from their labors, and their works do follow them."

#### No. 50.—CHARLES WATERTON, ESQ.

Mr. Charles Waterton, the Naturalist—or, as he was more familiarly called in the neighbourhood of the place where he passed the last years of his life, Squire Waterton—the well-known naturalist and traveller, died at his residence, Walton Hall, near Wakefield. Although he had reached an advanced age—namely, eighty-three—yet he was hale and vigorous beyond the common lot of those of his time of life. On the day before he died he fell from a rustic bridge spanning a small stream. Dr. Wright and Mr. Horsfall were called in to him. The shock which the system had sustained was too great for him to rally from. The Rev. Canon Brown, before the death, administered to him the last rites of the Roman Catholic Church, and it is understood the Pope telegraphed his benediction. Mr. Edmund Waterton, the squire's son, was in Rome with the Pope when the accident took place. The instructions which the departed squire left behind him concerning his burial are somewhat remarkable. A mausoleum for the reception of his body has long been erected near the top end of the lake. This sepulchre rests beneath the overhanging branches of two venerable oak trees. The body was not carried to the tomb by land, but across the lake in a boat; the mourners following in the wake in other boats. The squire had written his own epitaph. It is in Latin. The translation runs thus:—"Pray for the soul of Charles Waterton, born June, 1782, died 18—, whose wearied bones rest here."

### V. Papers on Practical Education.

#### 1. OBJECT-LESSONS.\*

What can be more manifest than the desire of children for intellectual sympathy? Mark how the infant, sitting on your knee, thrusts into your face the toy it holds, that you, too, may look at it. See when it makes a creak with its wet finger on the table, how it turns and looks at you, does it again, and again looks at you, thus saying, as clearly as it can, "Hear this new sound." Watch the older children coming into the room, exclaiming, "Mamma, see what a curious thing, look at this," "Mamma, look at that," a habit which

they would continue, did not the silly mamma tell them not to tease her. Observe that, when out with the nurse-maid, each little one runs up to her with the new flower it has gathered, to shew her how pretty it is, and to get her also to say it is pretty. Listen to the eager volubility with which every urchin describes any novelty he has been to see, if only he can find some one who will attend with any interest. Does not the induction lie on the surface? Is it not clear that we must conform our course to these intellectual instincts, that we must just systematise the natural process, that we must listen to all the child has to tell us about each object, must induce it to say everything it can think of about such object, must occasionally draw its attention to facts it has not yet observed, with the view of leading it to notice them itself whenever they recur, and must go on by and by to indicate or supply new series of things for a like exhaustive examination? Note the way in which, on this method, the intelligent mother conducts her lessons. Step by step she familiarises her little boy with the names of the simpler attributes, hardness, softness, colour, taste, size, in doing which she finds him eagerly help by bringing this to shew her that it is red, and the other to make her feel that it is hard, as fast as she gives him words for these properties. Each additional property, as she draws his attention to it in some fresh thing which he brings her, she takes care to mention in connection with those he already knows, so that, by the natural tendency to imitate, he may get into the habit of repeating them one after another. Gradually, as there occur cases in which he omits to name one or more of the properties he has become acquainted with, she introduces the practice of asking him whether there is not something more than he can tell her about the thing he has got. Probably he does not understand. After letting him puzzle a while, she tells him, perhaps laughing at him a little for his failure. A few recurrences of this, and he perceives what is to be done. When next she says she knows something more about the object than he has told her, his pride is roused, he looks at it intently, he thinks over all that he has heard, and the problem being easy, presently finds it out. He is full of glee at his success, and she sympathises with him. In common with every child, he delights in the discovery of his powers. He wishes for more victories, and goes in quest of more things about which to tell her. As his faculties unfold, she adds quality after quality to his list, progressing from hardness and softness to roughness and smoothness, from colour to polish, from simple bodies to composite ones, thus constantly complicating the problem as he gains competence, constantly taxing his attention and memory to a greater extent, constantly maintaining his interest by supplying him with new impressions, such as his mind can assimilate, and constantly gratifying him by conquests over such small difficulties as he can master. In doing this she is manifestly but following out that spontaneous process which was going on during a still earlier period, simply aiding self-evolution, and is aiding it in the mode suggested by the boy's instinctive behaviour to her. Manifestly, too, the course she is adopting is the one best calculated to establish a habit of exhaustive observation, which is the professed aim of these lessons. To tell a child this, and to shew it the other, is not to teach it how to observe, but to make it a mere recipient of another's observations, a proceeding which weakens rather than strengthens its powers of self-instruction, which deprives it of the pleasures resulting from successful activity, which presents this ill-attractive knowledge under the aspect of formal tuition, and which thus generates that indifference, and even disgust, not unfrequently felt towards these object-lessons. On the other hand, to pursue the course above described is simply to guide the intellect to its appropriate food, to join with the intellectual appetites their natural adjuncts, *amour propre*, and the desire for sympathy, to induce, by the union of all these, an intensity of attention which insures perceptions both vivid and complete, and to habituate the mind from the beginning to that practice of self-help which it must ultimately follow.

Object-lessons should not only be carried on after quite a different fashion from that commonly pursued, but should be extended to a range of things far wider, and continued to a period far later, than now. They should not be limited to the contents of the house; but should include those of the fields and the hedges, the quarry, and the sea-shore. They should not cease with early childhood; but should be so kept up during youth, as insensibly to merge into the investigations of the naturalist and the man of science. Here again we have but to follow Nature's leadings. Where can be seen an intenser delight than that of children picking up new flowers and watching new insects; or hoarding pebbles and shells? And who is there but perceives that by sympathising with them they may be led on to any extent of inquiry into the qualities and structures of these things? Every botanist who has had children with him in the woods and lanes must have noticed how eagerly they joined in his pursuits, how keenly they searched out plants for him, how intently they watched while he examined them, how they overwhelmed

\* From "Education: Intellectual, Moral, and Physical." By Herbert Spencer. Educational Depository, Toronto.



him with questions. The consistent follower of Bacon—the “servant and interpreter of nature,” will see that we ought modestly to adopt the course of culture thus indicated. Having become familiar with the simpler properties of inorganic objects, the child should by the same process be led on to an exhaustive examination of the things it picks up in its daily walks—the less complex facts they present being alone noticed at first: in plants, the colours, numbers, and forms of the petals, and shapes of the stalks and leaves; in insects, the numbers of the wings, legs, and antennae, and their colours. As these become fully appreciated and invariably observed, further facts may be successively introduced: in the one case, the numbers of stamens and pistils, the forms of the flowers, whether radial or bilateral in symmetry, the arrangement and character of the leaves, whether opposite or alternate, stalked or sessile, smooth or hairy, serrated, toothed, or crenate; in the other, the divisions of the body, the segments of the abdomen, the markings of the wings, the number of joints in the legs, and the forms of the smaller organs—the system pursued throughout being that of making it the child’s ambition to say respecting everything it finds all that can be said. Then when a fit age has been reached, the means of preserving these plants, which have become so interesting in virtue of the knowledge obtained of them, may as a great favour be supplied; and eventually, as a still greater favour, may also be supplied the apparatus needful for keeping the larvæ of our common butterflies and moths through their transformations—a practice which, as we can personally testify, yields the highest gratification; is continued with ardour for years; when joined with the formation of an entomological collection, adds immense interest to Saturday-afternoon rambles; and forms an admirable introduction to the study of physiology.

We are quite prepared to hear from many that all this is throwing away time and energy; and that children would be much better occupied in writing their copies or learning their pence-tables, and so fitting themselves for the business of life. We regret that such crude ideas of what constitutes education, and such a narrow conception of utility, should still be prevalent. Saying nothing on the need for a systematic culture of the perceptions and the value of the practices above inculcated as subserving that need, we are prepared to defend them even on the score of the knowledge gained. If men are to be mere cits, mere porers over ledgers, with no ideas beyond their trades—if it is well that they should be as the cockney whose conception of rural pleasure extends no further than sitting in a tea-garden smoking pipes and drinking porter; or as the squire who thinks of woods as places for shooting in, of uncultivated plants as nothing but weeds, and who classifies animals into game, vermin, and stock—then indeed it is needless to learn anything that does not directly help to replenish the till and fill the larder. But if there is a more worthy aim for us than to be drudges—if there are other uses in the things around than their power to bring money—if there are higher faculties to be exercised than acquisitive and sensual ones—if the pleasures which poetry and art and science and philosophy can bring are of any moment; then it is desirable that the instinctive inclination which every child shews to observe natural beauties and investigate natural phenomena, should be encouraged.—*The Museum.*

## VI. Papers on Legal School Questions.

### 1. LEGAL INTELLIGENCE.

#### IMPORTANT SCHOOL CASE—POWER OF SCHOOL TRUSTEES TO LEVY RATES.

**THE CHIEF SUPERINTENDENT FOR UPPER CANADA in re. HOGG vs. ROGERS.**—This case was an appeal from the first Division Court of the County of Grey. The question involved was whether Trustees have the power to collect rates on an assessment roll of a previous year, levied prior to the completion of the assessment roll of the then current year. In this case the rate bill and warrant were dated 20th February, 1864, and endorsed “rate-bill, 1863.” The Judge of the Division Court held that the trustees should have waited for the making and completion of the assessment roll of 1864, and that the collector receiving the warrant in 1864 for the collection of a rate based upon the roll of 1863, was not legally authorised to execute the warrant. From this decision the Chief Superintendent of Education appealed under the provisions of the School Acts, to the Court of Common Pleas.

The case was argued in Michaelmas Term by Mr. Hodgins for the appellant, and on the respondent subsequently appearing, the case was postponed until Hilary Term, when it was re-argued.

Mr. Hodgins for the appeal. Mr. Sampson contra.

The judgment of the Court was delivered by Hon. Mr. Justice John Wilson, as follows:—

The sole question in this case is whether the School Trustees have the authority in any year, before a copy of the revised assessment roll of that year has been transmitted to the Clerk of the Municipality, to impose and levy a rate for school purposes upon the assessment roll of the preceding year.

The learned Judge in the Court below has taken great pains to review the Common Acts in his judgment, but with great deference to his opinion, we have been unable to adopt his conclusions.

It is clear that School Trustees may themselves, or through the intervention of the Municipality, provide for the salaries of teachers and all other expenses of the school in such a manner as may be desired by a majority of the free-holders and house-holders of the section at their annual meeting, and shall levy by assessment upon the assessable property in the section such sum as may be required, and should the sums thus provided be insufficient, they may assess and collect any additional rate for the purpose, and that any school rate imposed by Trustees may be made payable monthly, quarterly, half-yearly or yearly, as they may think expedient.

Many of the requirements of a school admit of no delay. The peculiar provisions respecting teachers demand great promptness in the payment of their salaries. Repairs to the school-house must be made when required; these may be sudden and unexpected. To oblige trustees or those entitled to payment to wait till the rolls of the year were made up would be productive of great inconvenience, and if the law had been less clear than it is we should not have felt justified in putting a stop to a practice which we learn has hitherto obtained unless on grounds admitting of no doubt.

The general principle is that levies for municipal purposes shall be made upon the revised assessment of the year in which they are made. It is true that one rate for the year is only struck by the municipal authorities; but suppose a sheriff got an execution at the suit of the Crown or of a municipality in the month of January, would he be justified in delaying to levy until the revised assessment roll of that year was completed, and a certified copy given to the municipality?

So, if the requirements of a school section created a necessity for levying a rate, would the trustees be excused from performing their duty by saying we must wait till the assessment roll of the year is completed before we can act?

The obvious answer would be, there is the last revised assessment roll; it is available for all purposes until the new one is made.

We think the error into which he fell arose from making the analogy between municipalities and trustees, and township collectors and collectors under warrants of trustees, identical, thus restricting the Common School acts by acts not necessarily affecting them.

On reading the 36th section we find that no township collectors shall collect and levy in any school section, during one year, more than one rate, except for the purpose of a school site or the erection of a school house, and no school collector shall give effect to any applications of trustees for the levy or collecting of rates for school purposes, unless they make the application to such council, at or before its meeting in August of the year in which such application is made.

But the 12th sub section of section 27 authorizes the School Trustees to employ their own lawful authority as they may judge expedient for the levying and collecting by rate all sums for the support of the school, for the purchase of school sites, and the erection of school houses, and for all other purposes authorized by the Act to be collected.

It is to be noted that the Legislature did not confer on the Trustees the power to apply to the Township Council at any time they chose to levy rates, but at or before its meeting in August, and then only for one rate, except for the purchase of a site or the erection of a school house. Suppose a second rate for a site or a school house were applied for in a part of the year from January to August, would not the Council be bound to levy it? During this period there would be but the existing roll to use for the assessing of this rate.

The restriction to one rate, and the exceptions in regard to the rates authorized to be raised by the municipality for school purposes, lead us to infer that when the Trustees chose to exercise their own authority to levy, they were not restricted, and might levy oftener than once for the payment of teachers, and for other purposes mentioned in the 27th section.

In the case of an arbitration between the Trustees and a teacher, the arbitrators may levy, but the Trustees are bound to do so, for by the 23 Victoria, chapter 49, in case they wilfully refuse or neglect for one month after publication of award to comply with or give effect to the award, they shall be held personally responsible for the amount awarded, which may be enforced against them individually by the warrant of the arbitrators; but if they are at any time thus bound to execute their power to levy, it must necessarily be done upon the existing assessment roll.



Looking, therefore, at the scope of the acts relating to the Common Schools, the duties imposed where Trustees, the exigencies of schools, and the powers conferred upon Trustees to levy rates, we are of opinion that they are not restricted to making one levy, but may levy at any time as need requires it, and may use, and can only use, the last existing revised assessment roll for imposing the required rate. The appeal will therefore be allowed.—*Globe*.

## 2. WHAT IS AN ARBITRATOR ?

Is an arbitrator the agent and advocate of the person who names him to settle a dispute employed to protect and further the interests of his client, or is he a Judge—bound in honor and conscience, to decide impartially and righteously, "without fear, favor or affection," and according to the truth of the case, without reference to its being adverse or favourable to the person appointing him ?

Some may smile at the simplicity which asks such a question. All upright and intelligent men will answer that the latter definition alone describes the arbitrator proper, and that the former only suits the ignorant or dishonest man appointed to a duty for which he is wholly unfit.

We believe that by the mass of our people the true position of an arbitrator is utterly misunderstood. The common mode of settling a dispute is "to leave it to two men." Each disputant appoints "his friends," whom he fully expects to look wholly to his interests, to object to everything that bears against him, and to consent to nothing that may prejudice him, and the friend so appointed is generally too ready to do all this most faithfully. His opponent does just the same, and instead of two honest men sitting down to decide uprightly and impartially on the facts, without reference to the parties, we have two advocates each striving with might and main to stand by the man who named him, and with no chance of making an award except by calling in some third person, at increased expense to turn the scale in favor of one or the other.

Now, almost universal as this is in practice, it is, to say the least of it, a monstrous perversion of plain duty. An arbitrator, no matter by whom appointed, is to all intents and purposes a judge, and if he be an honest man and know his duty, he should feel as much shocked at leaning to one side or the other, or favouring one man above the other, as he would be if he saw a judge in court exhibiting favour or partiality. But this, the only true and honest view of an arbitrator's duty, seems to be little understood.

Numerous instances have occurred, and are occurring among us, of the strange misconception that prevails. Arbitrators are heard talking of "their clients," meaning those who named him, just as the lawyer speaks of the person who retained his services. Men in good social position, who would be highly indignant at the imputation of dishonesty or ignorance, so to speak, and what is worse, so act on arbitrations, not seeking even to disguise their advocacy of their client's interests and yet beyond all shadow of doubt such men are either wholly ignorant of their duties or too dishonest to regard their proper performances. Instances are known of such men admitting that they bargained for a commission or per centage on whatever amount they could get awarded to the "client"! Between such and the judge who takes a bribe to pervert his judgment, there is no moral distinction whatever.

Awards have been made intelligible on no principle deducible by an impartial mind from the facts in evidence.

Besides, men dead to the plainest dictates of duty, are generally too much alive to their own interests. The one is frequently the effect of the other. Men who scruple not to gain all they can, honestly or dishonestly, for those who employ them, seldom forget themselves. The consequence is, in many cases, not only unjust awards, but saddled with huge bills of costs in the shape of arbitrators' fees, modestly assessed by the arbitrators themselves.

It is well to call attention to this state of things. We believe there are many really honest and respectable men who misconduct themselves as arbitrators from mere ignorance of duty. The prevailing idea seems to be that an "experienced" arbitrator's duty as it generally is his practice, is on the one side to get the largest possible sum for his friend, if the friend be seeking compensation, or on the other hand, if the friend be resisting payment, to strive hard to reduce the amount to the smallest sum, or to resist it altogether.

The evil is one of a most serious kind, and any person who can succeed in attracting public attention to it will deserve the thanks of all. As a large portion of the evil results from misconception, it is only necessary, so far as honest mind is concerned, to explain the true position of the case. The legislature is constantly providing for the settlement of disputes by arbitration, and it is of the highest importance that men should rightly understand that an arbitrator is not advocate or a partizan bound to stand by his client, but that he is a judge, bound to decide with rigid impartiality, and that if he favour one side more than another, or needlessly heap

expenses on either party to the reference, he does not act the part of an honest man.—*Upper Canada Law Journal*.

## VII. Papers on Literary Subjects.

### 1. ROYAL AUTHORS OF THE PAST AND PRESENT.

There is to-day a slight lull in the criticism on the "History of Julius Caesar." Society has almost exhausted its ideas on the preface, and is now eagerly awaiting the appearance of the work itself. The following list of crowned heads who have, like Napoleon III, also appeared before the world as authors, is published in the Paris papers: Charlemagne wrote a book against the doctrines of Felix d'Urgel, and one on the question of the worship of images; the Emperor Frederick II. was the author of a treatise on hunting; Maximilian I. wrote the genealogies of several illustrious men; Charles V. wrote a treatise on art, and an account of his reign; Chilperic celebrated the dogma of the Trinity in verse; Alfred the Great composed hymns; Marguerite d'Orleans, Queen of Navarre, wrote the "Marguerite des Marguerites" and the "Contes de la Reine de Navarre;" Queen Elizabeth of England translated "Sallust" and "Sophocles;" Mary Stuart read at Louvre a Latin discourse of her own composition, and also wrote poetry; Charles IX. wrote a poem on Hunting; Marguerite de Valois left behind her poems and memoirs; Henry IV. translated "Caesar's Commentaries;" a portion of the same work was translated and published by Louis XIV.; Henry VIII. of England obtained his title of "Defender of the Faith" for his treatise against Luther; James I. wrote several controversial works, and his famous treatise against tobacco; Peter the Great composed treatises on naval subjects; the Emperor of China Hoam-Ti, who built the great wall, wrote several works; Louis XVIII. composed anonymously comedies and tables; Napoleon I. made some valuable annotations on the "Commentaries of Caesar;" and Napoleon III. is the author of works on artillery and pauperism in France. Now he has produced his *magnum opus*. The evening papers devote most of their spare space—that is, most of their paper—to the subject of "Julius Caesar;" and M. Alexander Dumas, *pere*, is to lecture on the same subject tomorrow. There used to be a saying, "dead as Julius Caesar," but the Emperor has brought him to life again, and spoiled the proverb.—*Paris correspondent London Telegraph*.

### 2. MR. DICKENS ON THE NEWSPAPER PRESS.

Mr. Dickens presided at the annual dinner of the Newspaper Press Fund, which took place at the Freemason's Tavern, London, on the 20th. In proposing the toast of the evening, Mr. Dickens warmly supported the object of the fund. He said: I think I may say that probably not one single individual in this great company has failed to-day to hear something derived from a newspaper which was quite unknown to him or to her yesterday. (Hear, hear.) Of all those restless crowds that have this day thronged the streets of this enormous city, the same may be said as the general gigantic rule. (Hear, hear.) It may be said almost equally of the brightest and the dullest, the largest and the least provincial town in the empire, and this observe not only as to the active, the industrious, the healthy among the population, but also as to the bed-ridden, the idle, the very blind, and the deaf and dumb. (Hear, hear.) Now, if the men who provide this all-pervading presence, this wonderful ubiquitous newspaper, where every description of intelligence, or every subject of human interest, collected with immense pains and immense patience, often by the exercise of a laboriously-acquired faculty, united to a natural aptitude, much of the work done in the night, at the sacrifice of rest and sleep, and quite apart from the mental strain by the constant over-tasking of the two most delicate of the senses, sight and hearing—I say, if the men who, through the newspapers, from day to day, or from night to night, or from week to week, furnish the public with so much to remember, that ought to be remembered by the public in return. (Loud cheers.) It would be absurd, it would be actually impertinent, in such an assembly as this, if I were to attempt to expatiate upon the extraordinary combination of remarkable qualities involved in the production of any newspaper. But, assuming the majority of this associated body to be composed of reporters, because reporters, of one kind or other, compose the majority of the literary staff of almost every newspaper that is not a compilation, I would venture to remind you, if I delicately may in the august presence of members of Parliament, how much we, the public, owe to the reporters if it were only for their skill in the two great sciences of condensation and rejection. (Laughter and loud cheering.) Conceive what our sufferings, under an Imperial Parliament, however popularly constituted, under however glorious a constitution, would be if the reporters could not skip. (Much laughter.) Dr. Johnson

in one of his violent assertions, declared the "man who was afraid of anything must be a scoundrel, sir!" Though admitting that the man who is afraid of a newspaper will generally be found to be rather something like it, I still must freely own that I should approach my parliamentary debates with infinite fear and trembling if they were so unskilfully served up for my breakfast. Ever since the time when the old man and his son took their donkey home, which were the old Greek days, I believe, and probably ever since the time when the donkey went into the ark—perhaps he did not like his accommodation there—but certainly from that time downwards, he has objected, to go in any direction required of him—(laughter);—from the remotest period it has been found impossible to please everybody. (Hear, hear.) This institution has been objected to, but the whole circle of the arts is pervaded by institutions between which and this I can decry no difference. It is urged against this particular institution of all that it is objectionable because a parliamentary reporter, for instance, might report a subscribing M.P. in large and a non-subscribing M.P. in little. (Laughter.) Now, apart from the sweeping nature of this charge, which it is to be observed, lays the unfortunate M.P. and the unfortunate reporter under pretty much the same suspicion—apart from this consideration, I reply that it is notorious in all newspaper offices that every such man is reported according to the position he can gain in the public eye, and according to the force and weight of what he has to say. (Cheers.) And if there were ever to be among its members one so very foolish to his brethren, and so very dishonourable to himself, as venially to abuse his trust, I confidently ask those here the most acquainted with journalism whether they believe it possible that any newspaper so ill conducted as to fail instantly to detect him could possibly exist as a thriving enterprise for one single twelvemonth. (Cheers.) No, the blundering stupidity of such a journal would have no chance against the acute sagacity of newspaper editors. But I will go further, and submit to you that the offence, if it is to be dreaded at all, is far more likely of commission on the part of some recreant camp follower of a scattered, disunited, and half recognised body than when there is a public opinion established by the union of all classes of its members for the common good, the tendency of which union must, in the nature of things, be to raise the lower members of the press towards the higher, and never to bring the higher towards the lower. (Cheers.) I am not here advocating the case of a mere ordinary client of whom I have little or no knowledge. I hold a brief to-night for my brothers. (Loud and continued cheering.) I went into the gallery of the House of Commons as a parliamentary reporter when I was a boy not eighteen, and I left it—I can hardly believe the inexorable truth—nigh thirty years ago; and I have pursued the calling of a reporter under circumstances of which many of my brethren at home in England here, many of my brethren's successors, can form no adequate conception. I have often transcribed for the printer from my shorthand notes important public speeches, in which the strictest accuracy was required, and a mistake in which would have been to a young man severely compromising, writing on the palm of my hand by the light of a dark lantern in a post chaise and four, galloping through a wild country all through the dead of the night at the then surprising rate of fifteen miles an hour. The very last time I was at Exeter I strolled into the castle yard, there to identify, for the amusement of a friend, the spot on which I once "took," as we used to call it, an election speech of my noble friend Lord Russell in the midst of a lively fight maintained by all the vagabonds in that division of the country, and under such a pelting rain, that I remember two good-natured colleagues who chanced to be at leisure, held a pocket handkerchief over my note-book after the manner of a state canopy in an ecclesiastical procession. (Laughter.) I have worn my knees by writing on them on the old back row of the old gallery of the old House of Commons; and I have worn my feet by standing to write in a preposterous pen in the old House of Lords, where we used to be huddled like so many sheep—(laughter)—kept in waiting till the woolsack might want re-stuffing. (A laugh.) Returning home from excited political meetings in the country to the waiting press in London, I do verily believe I have been upset in almost every description of vehicle known in this country. (A laugh.) I have been, in my time, belated on miry by-roads towards the small hours, 40 or 50 miles from London, in a rickety carriage, with exhausted horses and drunken postboys, and have got back in time before publication, to be received with never-forgotten compliments by Mr. Black, in the broadest of Scotch, coming from the broadest of hearts I ever knew. (Hear, hear.) Ladies and gentlemen, I mention these trivial things as an assurance to you that I never have forgotten the fascination of that old pursuit. (Cheers.) The pleasure that I used to feel in the rapidity and dexterity of its exercise has never faded out of my breast. Whatever little cunning of hand or head I took to it, or acquired in it, I have so retained as that I fully believe I could resume it to-morrow. (Cheers.) To this present year of my life,

when I sit in this hall, or where not, hearing a dull speech—the phenomenon does occur—(laughter)—I sometimes beguile the tedium of the moment, by mentally following the speaker in the old, old way; and sometimes, if you can believe me, I even find my hand going on the table cloth. (Laughter.)

In the course of the evening subscriptions were announced amounting in the whole to about £1200.

### 3. THE DECAY OF CONVERSATION.

The ancient art of talking is falling into decay. It is an ascertainable fact that, in proportion to an increased amount of population, the aggregate bulk of conversation is lessening. People nowadays have something else to do than talk; not only do they live in such hurry that there is only leisure for just comparing ideas as to the weather, but they have each and all a gross quantity to do, which puts talking out of the question. If persons remain at home, they read; if they journey by rail, they read; if they go to the seaside, they read; we have met misguided individuals out in the open fields with books in hand; young folks have been seen stretched underneath trees, and upon the banks of rivers, pouring over pages; on the tops of mountains, in desert, or within forests—everywhere men pull printed sheets from their pockets, and in the earliest, latest, highest occupations of life, they read. The fact is incontestably true, that modern men and women are reading themselves into a comparatively silent race. Reading is the great delusion of the present time; it has become a sort of lay piety; according to which, the perusal of volumes reckons as good works; it is, in a word, the superstition of the nineteenth century.—*Chambers' Journal*.

## VIII. Miscellaneous.

### 1. SUMMER WIND.

It is a sultry day; the sun has drunk  
The dew that lay upon the morning grass.  
There is no rustling in the lofty elm  
That canopies my dwelling, and its shade  
Scarce cools me. All is silent, save the faint  
And interrupted murmur of the bee,  
Settling on the sick flowers, and then again  
Instantly on the wing. The plants around  
Feel the too potent fervours: the tall maize  
Rolls up its long, green leaves; the clover droops  
Its tender foliage, and declines its blooms.  
But far in the fierce sunshine tower the hills,  
With all their growth of woods, silent and stern,  
As if the scorching heat and dazzling light  
Were but an element they loved. Bright clouds,  
Motionless pillars of the brazen heaven,—  
Their bases on the mountains—their white tops  
Shining in the far ether—fire the air  
With a reflected radiance, and make turn  
The gazer's eye away. For me, I lie  
Languidly in the shade, where the thick turf,  
Yet virgin from the kisses of the sun,  
Retains some freshness, and I woo the wind  
That still delays its coming. Why so slow  
Gentle and voluble spirit of the air?  
Oh, come and breathe upon the fainting earth  
Coolness and life. Is it that in his caves  
He hears me? See, on yonder woody ridge,  
The pine is bending his proud top, and now,  
Among the nearer groves, chestnut and oak  
Are tossing their green boughs about. He comes,  
Lo, where the grassy meadow runs in waves.  
The deep distressful silence of the scene  
Breaks up with mingling of unnumbered sounds  
And universal motion. He is come,  
Shaking a shower of blossoms from the shrubs,  
And bearing on their fragrance; and he brings  
Music of birds and rustling of young boughs  
And sound of swaying branches, and the voice  
Of distant waterfalls. All the green herbs  
Are stirring in his breath; a thousand flowers,  
By the road-side and the borders of the brook,  
Nod gaily to each other; glossy leaves  
Are twinkling in the sun, as if the dew  
Were on them yet, and silver waters break  
Into small waves, and sparkle as he comes.

## 2. ANECDOTE OF THE QUEEN.

While the Queen's father, the Duke of Kent, was at Gibraltar, the regiment which he commanded was discontented and inclined to mutiny, he had one servant named Hillman, who remained faithful to him. When the Duke returned home from Gibraltar he brought this servant with him, and assigned him a cottage near his palace at Kensington. Before his death the Duke charged his wife to look after Hillman and his family. This she faithfully did; and often brought the Princess Victoria with her to see them. At length, Hillman died, leaving one son and a daughter; the son was a little fellow, and was very sickly. The Princess Victoria (who was a young girl at that time) used often to come and see this little boy until his death. The daughter was also very ill, she had a complication of diseases. Her pastor, the Rev. Dr. Vaughan, who was lately in Canada, used to visit her about once a fortnight. Two days after the accession of the Queen to the throne, her pastor visited her as usual, and found her looking unusually bright; he asked her the reason, she put her hand under the pillow, and drew forth a book of Psalms, "Look there," she said. "Look what the new Queen has sent me to-day by one of her ladies, with the message, that 'though now Queen of England, as she had to leave Kensington, she did not forget me. The lady who brought the book told her that the lines and figures in the margin were the dates of the days on which the Queen herself used to read them, and that the marker with the little peacock on it was worked by the Princess' own hand. The young girl burst into tears, and said, was it not beautiful, sir.

## 3. THE PRINCESS ROYAL AS AN ARTIST.

When the proposal was made to hold an Art Bazaar in aid of the funds for the widows and orphans of the soldiers who fell in the Crimean war, the princess Royal was asked if she intended to send in a contribution. Diffident of her own powers, she exclaimed, What! send a picture to the public exhibition. Of course not. But when it was explained that it would be productive of great good to the cause if she did, since many people would go to see her work who, but for such an inducement, would not go near the place, and that the shillings so collected would add greatly to the sum for the charity, while the sale of the picture would realize enough to help some poor widow lady in her distress, she at once agreed, on condition that the Queen had no objection. The Queen gave her consent willingly, and the result was the picture of a dead guardsman, and the widow weeping over his body on the battle field. No one seemed to have an idea of the great talent for original design possessed by the Princess until this drawing surprised and deeply affected all who saw it.

The story of the picture after it reached the exhibition at Burlington is worth recording. The Princess had put a very modest sum on her work to dispose of it privately for a small sum, which she wished to enter as her subscription. She was sure that this would frustrate the aid of the fund and that the picture would fetch a handsome sum. The first offer made immediately as the doors of the exhibition were opened, was 80 guineas followed by another of 100 guineas. The names were entered in the book, it having been previously arranged that the highest offer up to a certain day at noon, was to obtain the picture. At the appointed time two hundred guineas had been offered by a person who was present to hear the clock strike twelve.—Just before the hour he said, well, I am surprised that there is not more appreciation of so fine a work of art, and that it may not be said that it was sold for 200 guineas, I offer 250, for which sum he wrote a cheque as the clock struck.—The result of the sale surprised the Princess who had too much good sense, however, to be elated by any foolish vanity while rejoicing in the success of her effort for the treasury fund.—*Leisure Hour*.

## 4. GOODNESS OF HEART OF THE FRENCH EMPRESS.

A correspondent of a London paper gives the following anecdote of the French Empress, as reaching him from Boston, Mass.:—A lady, in very reduced circumstances, but who had once occupied a superior station, formed a collection of the varied leaves of the magnificent trees for which the forests of America are so celebrated, and whose brilliant tints are well known to exceed in vivid coloring even the foliage of tropical plants. Part of this curious collection was placed in album and sent to one of the crowned heads of Europe, a precisely similar album being sent by the same steamer to the Empress of the French. But the reception of the poor lady's offering at the courts in question was very different. From the first arrived an acknowledgment, penned by an official, stating that "for once" the sovereign "had condescended to accept the offering, which, however, it was hoped, would not be considered as a precedent or encouragement for any future similar gifts." From the second the donor had the infinite gratification of receiving a

few lines from the pen of her Imperial Majesty, expressing her surprise at the extreme beauty of the specimens contained in the album, "*qu'elle trouvait ravissante*," and requesting the lady to accept the ring which she enclosed as a token of her "*reconnaissance*"—the value of the ring being twenty pounds. Redtapiism versus genuine kindness of heart.

## IX. Educational Intelligence.

— UNIVERSITY OF TORONTO.—The annual convocation of the University of Toronto was held on the 8th instant. There was a very large attendance of ladies and gentlemen. The chair was taken by the Chancellor. The proceedings opened with the conferring of degrees by the Chancellor. The following gentlemen were admitted:—M.D.—P. Constantinides, M. S. Lanza, H. DeW. Martin, H. Nicol; M.A.—J. M. Buchan, W. B. Fleming, R. Harbottle, J. King, J. Ross, F. E. Seymour, H. B. Spotten, J. H. Thom; LL.B.—H. F. H. Gibbon, A. F. Smith, R. W. Smith; M.B.—E. Aikin, C. W. Buchanan, E. L. Burnham, O. W. Chapman, W. H. Chrysler, A. DelaHaye, F. W. Hodder, J. P. Jackson, E. E. Kitchen, C. Mackenna, J. L. G. McCarthy, W. Oldright, J. W. Passmore, W. R. Pentland, F. Rae, S. B. Smale, J. S. Tennant, R. Thorburn, T. White; B.A.—D. Bemiss, J. E. Bowers, J. Campbell, W. G. P. Cassels, A. J. Christie, R. D. Douglass, S. Foster, G. S. Goodwillie, G. M. Greer, J. M. Hagar, J. Hill, W. Malloy, A. Macallum, J. Muir, L. O. Robinson, R. G. Scott, J. Smiley, G. H. Squire, W. W. Tamblin, H. B. Taylor, J. B. Thompson, R. Wardrop, A. Woolverton; *Ad eundem statum*—Third year—W. McGeach, (Queen's College, Kingston.) The matriculants were then admitted. The medals were presented by the Chancellor, amid loud applause from the students. Dr. Aikins then called up Burnham, E. L., gold medallist in the faculty of medicine, McCarthy, J. L. G., and Kitchen, E. E., silver medallists, and presented them to the Chancellor. Dr. McCaul presented Foster, S., gold medallist in classics, Goodwillie, G. S., and Christie, A. J., silver medallists. Prof. Cherriman presented the silver medallists in mathematics, Malloy, W., and Wardrop, R. Prof. Wilson presented Campbell, J., and Tamblin, W. W., gold and silver medallists respectively in modern languages. Prof. Croft presented Thompson, J. B., gold medallist, and Bemiss, D., silver medallist, in natural sciences. Prof. Beaven presented Campbell, J., as the gold medallist in metaphysics, ethics, and civil polity. McDonnell, G. M., was called up by Mr. Moss, as the second-year scholar in the faculty of law. Dr. Barrett, one of the examiners in medicine, presented McEachy, W., Harbottle, R., and Beith, A., as respectively the first, second, and third year scholars in the faculty of medicine. The following gentlemen were also presented for scholarships in the faculty of Arts, the presentations being made in the respective departments by Mr. Kerr, Prof. Cherriman, Mr. R. Sullivan, Prof. Hincks, Prof. Beaven, and Mr. Moss:—*Greek and Latin*—1st year, A. Cassels; 2nd year, A. Hill; 3rd year, O. W. Bell. *Mathematics*—1st year, A. Hamilton, (double); 2nd year, E. G. Patterson; 3rd year, W. Fitzgerald, J. A. Patterson. *Modern Languages*—2nd year, J. White; 3rd year, W. Falconbridge. *Natural Sciences*—2nd year, G. Bryce; 3rd year, J. O. Morgan. *Metaphysics, &c.*—2nd year, E. H. Smythe. *General Proficiency*—1st year, 1st, A. Hamilton, (double); 2nd, T. M. Grover; 3rd, J. Purdy; 4th, W. R. Nason; 5th, W. H. Rennelson; 2nd year, W. H. Newburn; 3rd year, A. F. Campbell. Prof. Buckland presented Greer, G. M., as the prizeman in the department of Agriculture. Croly, J. E., was awarded the prize for the English essay, the subject being "The Augustan age of English Literature." Mr. Boyd presented King, J., as the winner of the M.A. Thesis, the last that the University would award for the thesis, it having been decided by the authorities to abolish it in future. Dr. Aiken presented Martyn, DeW. H., and Constantinides, P., as prizemen for the M.D. Thesis. Dr. McCaul presented Campbell, J., as the winner of the Prince's prize, a handsome silver inkstand.

The Chancellor then rising said that, before closing the convocation, he would occupy a few minutes in referring to the progress and work of the University during the past year. He was sure they would all be gratified to know that the prospects of this national institution were steadily improving, and its usefulness increasing; and be assured there were few now in the Province who did not look upon it as a national institution of the very highest importance. He was glad to be able to inform them that during the past year 70 students had matriculated at the University—81 in the faculty of Arts, 21 in that of Medicine, and 18 in the faculty of Law. He referred to the statements made at an early period in the history

of the institution, that it was absurd to expect that 30 or 40 would matriculate in one year, and said the results obtained must be very gratifying, and showed that there were many of the youth of the Province who were willing to take advantage of the opportunities the University afforded. He regretted that so few availed themselves of the opportunity to pursue a course in such a useful study as that of agriculture; and he concurred also with Mr. Moss that it was to be regretted that so few came forward for degrees in the faculty of law. He regretted that so many were entering a profession in which every year it was becoming more difficult to achieve success, and which did not, as many seemed to suppose, offer rewards without unremitting industry; and he thought some steps should be taken by the law society to compel students-at-law to take a degree in that faculty. With regard to the management of University College, every thing was proceeding most satisfactorily, and during the past year every step necessary had been taken to provide for its efficiency and at the same time to economize as far as possible. He then proceeded to say that on former occasions his predecessor in the office of Chancellor had found it necessary to answer some attack that had been made upon the institution; but latterly, he was glad to say, it had no enemies to attack it—there was no person to find fault, no one to censure it, and consequently it was a much easier task than formerly to go on with the ordinary work of the University. He next referred to the general acknowledgment now made throughout the country of the value of University education, and spoke of the influence it exercised in all work of reform, whether moral, social, or political. He alluded in complimentary language to the success of Mr. Campbell's and Mr. Thompson's academic career, and trusted that they, as well as all others who had passed through this University, would never forget that they had received their education in it, and that their future life would reflect honor upon it. He was glad to see so many friends of the institution present on this occasion, showing that they took an interest in its welfare, and he trusted that this interest would ever continue. After some further observations touching the success which the University had attained, his lordship declared the Convocation closed. The students then gave three hearty cheers for the Queen, and three for the ladies, after which the assemblage dispersed.—The customary annual dinner of the University Association, in celebration of the founding of University College, took place in the evening, in the spacious dining room attached to the rear left wing of the University building, and was, in every respect, equal to its predecessors, and a decided success.—*Leader*.

—UNIVERSITY OF VICTORIA COLLEGE.—The Annual Convocation of the University of Victoria College, took place on the 3rd inst., the Rev. S. S. Nelles, D.D., President of the College, in the chair. After an initiatory prayer by the Rev. S. Rose, the following Orations were successively delivered. *Latin Oration, Salutatory*, H. Burkholder, Hamilton. *Greek Oration*, Cyrus A. Neville, Newburg. *Valedictory Oration*, Hugh Johnston, Fingal. The Rev. President (after a few words expressive of the pleasure which the presence of the Solicitor-General West afforded him, and of explanation of the absence of the Hon. Mr. Wallbridge, Speaker of the Legislative Assembly, who was expected to be present) conferred the following degrees in the usual form: B.A.—Cyrus A. Neville, *Gold Medallist*; Hugh Johnston, *Silver Medallist*; Harry Burkholder, Abraham Devitt, Andrew Milne, Peter E. W. Moyer, Edward Parlew, Alfred M. Stephens. M.D.—John D. Bowman, William A. Comfort, William S. Downey, Moffitt Foster, Joseph A. Fyfe, John Jay Hoyt, John Jolley, D. W. Lundy, Nathaniel M'Clinton, Donald M'Millen, Archibald M'Tavish, Henry Maudesley, Samuel L. Nash, William Newcombe, John M. Penwarden, James Rose, William Sloan, Joseph D. Smith, William L. Smith, Richard Stanbury. LL.B.—Stephen Lazier, M. A. The President then introduced the Hon. Mr. Cockburn to the meeting as one who had kindly consented to take part in the proceedings of the day, by bestowing the Prince of Wales Gold Medal upon the successful candidate—Mr. Cyrus A. Neville, of Newburg. Mr. Cockburn briefly expressed the pleasure he felt in taking part as an *ex officio* member of the University Board in the very interesting proceedings of the day; as well as the unfeigned gratification he had in witnessing the increasing local pride that was felt and displayed in the advancing prosperity of the University of Victoria College. He also referred in a complimentary manner to the Orations that had just been delivered, and then, turning to Mr. Neville, handed to him the splendid prize, with a few words of well deserved eulogy. The Rev. Wellington Jeffers, D.D., also prefaced the presentation of the Prince's Silver Medal with the delivery of a very able and eloquent address. Mr. Hugh Johnson was the Prize-man. The other Prizes were presented as follows:—The

Webster, or first English Essay Prize, by the Rev. G. R. Sanderson, to Hugh Johnson; the first Scripture History Prize, by the Rev. H. Gill, D.D., to John Carroll; the Sophomore Class Prize (Ethics and Evidences of Religion), by the Rev. J. Borland, to Theodore A. Howard; and the Alumni Scholarship Purse, by W. W. Dean, Esq., B.A., to Charles R. W. Biggar. The Literary Association Prizes for Elocution were awarded to Hugh Johnston and Josiah Rodgers. After a few brief words, uttered with characteristic earnestness and eloquence, the Rev. President called upon the Rev. Dr. Taylor, to pronounce the benediction and the proceedings terminated. In the evening the Annual Conversations of the Alumni Association was held in Victoria Hall. W. W. Dean, Esq., B.A., of Belleville, the President of the Association, occupied the Chair. The proceedings commenced with a prayer by the Rev. Mr. Bredin, of Baltimore, after which Dr. Harris gave a very interesting chemical display, explaining what is known as the Drummond lights. These experiments in the science of chemistry were then succeeded by experiments in other sciences. The music of Miss H. Stevens, of Cobourg, and Miss Bull, of Rochester, N. Y., drew forth hearty applause. They were ably assisted by Dr. Powell, Mr. R. Stephens, and Mr. Burkholder. During the evening Dr. Jeffers, the Editor of the *Christian Guardian*, delivered a short address.—*Star*.

—MCGILL UNIVERSITY.—The annual Convocation of the University took place on the 2nd instant. The Hon. Justice Day, LL.D., President of the Board of Governors, occupied the chair. The proceedings having been opened with prayer by the Rev. Canon Leach, Mr. Baynes, Secretary, Reg., read the minutes of the last meeting of convocation, which were approved. The following gentlemen were elected fellows for the ensuing year, of the faculties mentioned:—*Arts*—B. Chamberlain, Esq., M.A., B.C.L.; Robert Leach, Esq., M.A., B.C.L. *Medicine*—Dr. Sutherland and Dr. Godfrey. *Law*—W. B. Lamb, Esq., B.C.L., and F. Torrance, Esq., B.C.L. The Rev. Canon Leach now proceeded to award the prizes and honours to students in Arts. The Ann Molson Gold Medal, awarded last year to E. Duff, also that for this year, won by A. Borthwick, were handed to both gentlemen. A list of honours and prizes was read by the Rev. Canon Leach, who handed the medals to the parties entitled to them. Edward H. Krans was the graduate selected to read the valedictory, which, both in spirit and language, did him great credit. He was frequently applauded. The degree of M.A. was now conferred on Mr. Gilman. Professor Johnson then addressed the graduates in brief and eloquent terms. He said that this day would be an era in their lives, the remembrance of which would not soon pass away. Among the incidents of to-day was their promise that they would endeavour to do honour to this University, and preserve its dignity. He desired to lay before them what this promise involved, and the safest way in which it might be fulfilled. The learned Professor now glanced at the high importance of the existence of Universities for both the progress and maintenance of civilization. Every University had special claims on its own graduates. Institutions of this kind were distributors of knowledge to the community—educating the educators. The leaders in all walks of life here received their training, and those who had never been within the walls of a University had nevertheless been consciously or unconsciously influenced by the knowledge and training therein imparted. From them came the masters of all the higher schools of the country from which went out masters for the inferior schools. We thus saw how Universities acted in the diffusion of knowledge and education. Then again, Universities had been always the receivers, distributors, and preservers of knowledge. The learned Professor forcibly pointed out the beneficial effects of education in the different nations, observing that the origin of universities was co-incidental with the termination of the dark ages, and went on to show how the graduates best preserved the honour and dignity of the university, namely, by their exemplary conduct in life. He also ably commented upon the common error involved in expecting that university bred men should know everything, and warned the graduates against tacitly or openly countenancing such an idea, as persons who did so had their ignorance of many things invariably exposed. The object of university training was chiefly to train the mind and develop all the faculties in due proportion. Another and subordinate object was to store the mind with varied knowledge. The course of studies here was calculated to impress those truths on the minds of pupils. The good effects of this training of the mind were visible in reasonableness of thought, correctness and steadiness of view, and would manifest themselves afterwards in all branches of intellectual occupation. The speaker now touched upon the vices and defects which characterized the minds of those

not trained in institutions of learning, a prominent vice being over confidence and presumption. He warned the graduates of making pretence of what they did not know, or of trying to acquire a smattering of everything advising them to acquire thoroughly that to which they applied their minds. He congratulated them on the completion of their course with such credit to themselves and satisfaction to their professors, and referred to the many blessings and advantages for which they should be grateful, particularly those of peace and prosperity, while their neighbours were suffering the horrors of war. They owed many of these blessings to being British subjects, and should ever cherish sentiments of loyalty, for which Canada had always been distinguished. They should always love our glorious constitution, under which all enjoyed equal justice.

The Rev. Professor Hatch, of Morin College, now came forward and said he scarcely knew what topics to discuss on such an occasion. In the first place, however, he might congratulate Montreal on its University, of which it ought to be proud. But he lamented that the number of graduates and students was not in proportion as it should be. There were many causes which deterred young men, one of which was a doubt as to the utility of a University education, and whether the expense, labour and time expended were adequately rewarded. The rush among young men to take part in the active business of life was doubtless detrimental to learning. It was too much the custom to look on business as the end of life, and to be content to look forward to competence and a respectable position. It was also thought that the object of a University education was to fill men's heads with knowledge, which might possibly be obtained from the private study of books. The real object was not so much to give knowledge as power—to give the student ability to grasp any subject. The great element in university learning was method—to cast the student in a form and mould which could not be attained elsewhere, and make him a better and an abler man. In Morin College there were only three Professors, yet with these and the one course to which they were limited, he believed they were doing a true work in giving students this power of grasping any subject that came before them. He trusted the time would come when McGill University would have a college in each important division of the country, and when there would be no difference of opinion on the subject of Protestant education—and when there would be only one Protestant university in Lower Canada, thus giving degrees and raising the standard of education. In the political changes about to take place in the country, there might be dangers in the future, but if McGill University went on with her present work and continued in the right path, she might come to be regarded as a public benefactor. He believed those who had this increase of mental grasp would be the ones who would take important positions in the country, which he trusted would become glorious and free.

Honorary Degrees were now conferred as follows:—*Arts*—Charles F. A. Markgraf, Prof. German Language. *Laws*—T. Sterry Hunt, M.A., T.R.S. Principal Dawson, who made the above announcement in terms very complimentary to the gentlemen honoured, stated that the Congregational College of B.N.A. had been affiliated to McGill University during the year. They had no Theological Faculty in the University, and could not have one as at present constituted, but could have something larger and better, viz., a connection with any denomination which chose to affiliate its theological institution with the university. In this way, and by this means, Theological students could here receive their training in Arts which would reduce the expenses to the Theological establishment, which would only be required to maintain a Theological chair. He would like to see affiliated colleges representing all the Protestant denominations in the country. Till this occurred we could not fill the high places we might take in providing liberal education for this country. (Applause.)

Rev. Dr. Wilkes now delivered an able and eloquent address, which was frequently applauded, and of which we have space for only a brief synopsis. He said that the Congregational College, which had been affiliated with this University, had been training a succession of young men for the Ministry during the past twenty-five years. Many of them now laboured in various points of Canada. This college had, he was glad to say, obtained a connection with this University in order that its *alumni* might have the advantage of the curriculum of the latter in the Faculty of Arts, and that it might be able to spend its whole strength in theological culture. Without depreciating the importance of studies in law and medicine, he would say that many of the subjects of theology presented to the student were of grandeur infinite, and the study of many of the sciences led to contemplation of the Creator of all things. The Rev. Doctor proceeded

to comment upon the vast field offered to the theological student, including the history and manners and customs of the races mentioned in Scripture and other branches of Biblical inquiry. He briefly commented upon the great progress made of late in theological studies, alluding to the ignorance which led men like Dr. Colenso to scepticism in matters of faith. These were subjects large enough to employ the loftiest culture and the highest talents of man. The Rev. gentleman also commented upon the importance of higher education as regards the pastors of the Church, who so largely influenced the community, and congratulated this university on its services in imparting such education. Though this was not a denominational university, which was one of its excellencies, other theological colleges could cluster around it, as some had already done. He looked forward to the time when he hoped the professional chairs would be filled by men of all christian denominations distinguished in their several departments—men of that breadth of view and christian spirit, who would not tamper with the faith of the pupils or the forms of any church, but would unite their abilities in forming and holding the minds of the youth on sound and proper principles, and imparting the highest kind of education. In conclusion, he said: We as your friends and coadjutors; we of the congregation and college of British North America, bid you God speed in your work, and place our college under the kind and fostering protection of your maternal wing. (Loud applause.) A benediction having been pronounced, the proceedings were adjourned till 3 p.m. to day.—*Gazette*.

ST. MICHAEL'S COLLEGE, TORONTO.—The annual examination of the College, at Clover Hill, took place on Tuesday, the 27th instant. It was numerously attended by the parents and guardians of the pupils, and by the reverend clergy. The Superior, Rev. Father Vincent, presided. The declamation was begun by Master Heenan, of Walpole, taking the negative on the question, "Is the Church opposed to science?" On the whole Master Heenan's production was beautiful, and well merited the applause it received. Another piece on the same side was given by Master Michael Murphy, of Oaledonia. It was in a deeper strain than that of the last speaker. This discourse was very logical, and also merited the applause that was bestowed upon it. After this, there was delivered a discourse on education. It was a strong argument against the system of cramming, and an earnest appeal for the student to be permitted to remain at college until he becomes soundly grounded in the various branches of a polite education. The taking away boys from college before they have completed their education, is one of the most prevalent evils of the day. A farmer has three or four sons, and takes the notion into his head that he will send them to college. Instead of making a choice, and putting one or two through a complete course, he gives all a smattering, in order that they may be able to say, in after life, that they are college bred.—There was then given the beautiful piece of Damon and Pythias, by Master Robert McBrady. Next came Tennyson's "Charge of the Light Brigade," by Master John Murphy. During the intervals many duets, and other pieces, were sung at the piano forte; of them it is but fair to say, that the manner in which they were rendered reflects great credit upon the musical professor, Mr. Labitzky. A duet, by two young boys named O'Leary and Lemaitre, was beautiful. The drama was that favorite one of the "Foster Brothers," without costume.—This finished the exhibition, and Father Ferguson, in a few short and appropriate remarks, thanked the people for their attendance, assuring them that though teaching their pupils was a labour of love to them, the professors were as delighted at the prospect of a holiday as the pupils. Then followed the list of prizes.—*Mirror*.

—UPPER CANADA COLLEGE.—The annual distribution of prizes obtained by the scholars attending the Upper Canada College took place on the 11th inst., in the large public hall of the building. The principal of the college, Mr. G. R. Cockburn, occupied the chair, and was supported on his right and left by the different masters. At one o'clock, gymnastics, fencing, &c., took place in the college gymnasium, under the supervision of Capt. Goodwin, at which a large number of spectators were present. Specimens of writing were shown in the room of the second English Master and drawing specimens in the Mathematical Master's room. In the drawing room, we were pointed out some very excellent specimens of pencil drawing, done under the able tuition of Mr. Baigent. The recitations in the public hall were the first order of business—and, as is generally the case, excited no small degree of enthusiasm. The boys, generally, were well up in their parts, and in point of elocution, seemed to have been carefully trained. The Principal, in commencing to present the prizes, said that it was particularly gratifying to him to see so many Southern



boys who had obtained prizes. Their conduct was excellent, particularly when it was recollected that they were away from home influences. Captain Goodwin, amid applause, was requested by Mr. Cookburn to present the prizes for gymnastics. At the conclusion the Principal rose and offered a few remarks with reference to the general condition of the college. From a return, which had been prepared, he found that there had been an average attendance of 210. The next point he would refer to was the number of scholarships, and he found that in three years the college boys had taken off 7 out of 9 in the matriculation examination, which he considered no ordinary achievement. (Applause.) He then referred to the physical training which the pupils had undergone. For a long time the college had an eleven at cricket which was a credit to the institution, and while they had taken off prizes in scholarships they had also achieved an enviable notoriety in the cricket field. From the boarding-house return he found that there were 42 boys upon an average had taken advantage of the house. The senior boys were allowed a larger accommodation than the junior, but there was a kindly feeling existing between all and the Superintendent which was very pleasing, and which he (Mr. C.) trusted might long continue. (Applause.) Before dismissing them he would congratulate those boys to whom prizes had been awarded, upon their success, and he hoped that hereafter, instead of resting on their oars, it would stimulate them to continue their labors. He had to announce that through the kindness of Mr. A. M. Smith, one of the city members, and Mr. Moss, two new prizes would be offered next year. Mr. Smith had given a prize for the best English scholar. (Applause.) The day's proceedings being terminated, the audience dispersed.—*Leader*.

— **WESLEYAN FEMALE COLLEGE, HAMILTON.**—The usual "terminal examination" of the pupils of the above institution took place on the 6th inst., in one of the large and commodious rooms of the building on the second floor. The faculty of instruction consists of Miss M. E. Adams, principal; Rev. W. P. Wright, M.A., teacher of natural sciences and classics; Miss A. M. Adams, Miss Sarah M. Holland, Miss M. E. Rich and five other lady teachers. The Rev. S. D. Rice, governor and chaplain, occupied the chair. The pupils, classified in five forms and eight divisions, numbering one hundred, fifty of whom are boarders from different parts of the province, were put through their exercises in the various branches by their respective teachers, and acquitted themselves in a very creditable manner, both as regards the degree of mental culture attained under the system of instruction pursued, and the naturalness and facility with which the questions given were answered. With the view of testing the soundness of the instruction imparted in history, geography, &c., I followed the examiners with text book in hand, and must say that the answering of the young ladies to the questions propounded were not committed to memory and reproduced, but given *impromptu* with fluency and with much discernment. It is acknowledged to be a characteristic of American young ladies that their conversational powers are inimitable by those of any other nation. The causes which operate to produce this may be traced to the admirable system pursued in the college in teaching history, geography, philosophy and chemistry; for be it known to you, the teachers are American and the pupils faithful copyists of "the gift of nature." Bearing upon my well-intentioned allusions to nationality, I would here observe that the introduction of American works into one of our finest class seminaries in Canada is, to say the least of it, injudicious. We have lately thrown out of all our schools "Morse's Geography," a text book not at all adapted to the Canadian mind. Goodrich's History is not quite so bad. It is to be hoped that measures will be taken, when it suits the convenience of the pupils of this college, to send "Morse" adrift over the lake. The collection of crystals, fossil shells (four classes), metals, minerals, corals, trees of coal period, chalk and oolite specimens (English), Indian antiquities, &c., &c., make twenty-two departments, with between twenty-five and eighty specimens in each, so that there must be as many as one thousand geological, &c., specimens collected. These are arranged in three large rooms for the benefit of the pupils who receive lessons in geology every alternate day. A large number of the friends of the college and parents of the pupils attended in the evening to hear essays read, with vocal and instrumental music performed by the young ladies, several of whom are gifted with a good voice. The entertainment passed off pleasant and well.—*Leader Correspondence*.

— **CANADIAN LITERARY INSTITUTE.**—On the 1st inst. the examination of the students of this college commenced. The exercises continued over Saturday and Monday, and were concluded on Tuesday afternoon, when the standing of each student was read out by the several teachers, and the

report of the examiners received. As the students came from all parts of the country, the publication of their names would be of no immediate interest. Rev. Mr. Carey being then called upon, spoke in his usual eloquent and happy manner. He said that he had derived both profit and pleasure from his visit; and, further, expressed his gratification at the remarkable proficiency attained by many of the students. His time had been mostly occupied with the theological and classical departments, the members of which had acquitted themselves admirably. Having spoken thus for some time, "the most charming speaker in the Baptist denomination in Canada" closed with a kind and general address to all the students. Mr. Stuart followed in a humorous speech, and concluded with an excellent address to the theological gentlemen—all of whom leave this term. The principal, Dr. Fyfe, gave the concluding address, and formally closed the school. The next term will commence on Wednesday, the 12th inst., when the opening address to the students will be delivered by Prof. C. B. Hankinson, M.S.—*Com. to Woodstock Times*.

## X. Departmental Notices.

### USE OF AMERICAN GEOGRAPHIES ILLEGAL.

According to previous notice, the Council of Public Instruction has withdrawn its sanction to the use of Morse's Geography in any of the public schools of Upper Canada. Hereafter it will not be lawful (after the copies now in actual use in any school are worn out) to use either Morse's or any other American geography in either the Grammar or Common Schools of Upper Canada. A violation of this order in any case will subject the school concerned to the loss of its share in the Grammar School Fund or Legislative School grant, as the case may be.

### BOOKS APPROVED BY THE COUNCIL OF PUBLIC INSTRUCTION FOR USE IN THE SCHOOLS OF UPPER CANADA.

The following books, published in Canada, have been approved and recommended by the Council of Public Instruction for use in the Grammar and Common Schools of Upper Canada:—

Lovell's General Geography; by J. George Hodgins, LL.B.  
Easy Lessons in General Geography; by ditto.

School History of Canada and the other British North American Provinces; by ditto.

Sangster's National Arithmetic, in Theory and Practice, adapted to the Decimal Currency.

Sangster's Elementary Arithmetic, in Decimal Currency.

Sangster's Elementary Treatise on Algebra.

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All communications to be addressed to J. GEORGE HODGINS, LL.B., *Education Office, Toronto*.

# JOURNAL OF EDUCATION,

Upper Canada.



VOL. XVIII.

TORONTO: SEPTEMBER, 1865.

No. 9.

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## THE NEW GRAMMAR SCHOOL ACT OF 1865.

THE giving of the Royal Assent to the new Grammar School Act by the Governor General, and the subsequent reference to the value of the measure in His Excellency's Speech from the throne, marks an important epoch in the history of educational progress in Upper Canada. The Hon. William McDougall, Secretary of the Province, in his capacity of Minister in charge of Education, deserves the cordial thanks of the educational authorities in Upper Canada for his active exertions in getting this Bill through the Legislature. In conferring on the subject with the officer from the Educational Department having charge of the matter at Quebec, he devoted a good deal of time to a careful consideration of Grammar School Education in Upper Canada, and sought in various ways to render the Bill under consideration as practical in its objects as possible.

Some valuable improvements were made in the original Draft of Bill by Mr. McDougall. Among others is the section relating to Elementary Military Education in Upper Canada. This section was highly approved of by the Adjutant General of Militia, and cannot fail to add to the influence of the Grammar Schools. It will be found to be the first practical step which has been taken in the direction of a permanent and systematized plan of military instruction for the youth of our country, to be followed up in some future Canadian Sandhurst or West Point Military Academy yet to be established. Such an Academy must eventually supersede the present temporary system of local Military Schools which are now established at a considerable aggregate cost in various parts of the Province.

Few, except those practically acquainted with the state of the Grammar Schools, can form an idea of the great service which the new Grammar School Act will render to the cause of intermediate education in Upper Canada. Before the beginning of the present year, many of the Grammar Schools were doing little more than Common School work; and some of them even did this work very imperfectly. The effect of the new regulations which went into operation this year, has been, we are happy to say, very materially to improve the condition of most of the inferior Grammar Schools; while, under the provisions of the new Act just passed, the managers of these schools will still further feel the necessity of confining them exclusively to their own legitimate work. This work they will be required to do *bona fide*, to the best of their ability, in order to be entitled to the right to compete for a share in the Legislative Grant. The system of apportioning money to the Common Schools, according to the basis of average attendance of pupils therein, has been found to have had a most salutary influence not only upon the attendance of children at the schools, but also upon the character of the instruction given and the length of time in the year during which the schools have been kept open.

A great drawback to the advancement of the Common Schools, especially in rural villages, has been the facility with which some of the so-called Grammar Schools could interfere with and even reduce the standard of education below that of an ordinary Common School. Under the new Act, however, the Grammar School standard of Education will be definitely fixed and uniformly maintained in all of the schools; while the efforts of the Department can now be directed without hindrance to raising the standard of the Common Schools, so that both classes of schools will be enabled to perform their own work without clashing with each other. There are other projects under consideration for the improvement of the condition of the Schools, and rendering their inspection more systematic and thorough, which are not yet matured, but which will be publicly discussed in due time.

The following analysis of the new Act we take from the editorial correspondence of the *Montreal Gazette*, written during the time the Bill was under the consideration of the Legislature:

"Mr. McDougall has brought in a bill respecting Grammar Schools, for which he deserves credit. Heretofore these institutions have been supported by grants from the Provincial chest without exacting local contributions. Hereafter the counties are to be called upon to contribute half as much as the Provincial grant, and no school can be hereafter opened with a less grant than \$300. This

insures that the minimum income shall be \$450, a sum still rather too small to secure the amount of ability and erudition necessary for an efficient Grammar School. It is provided also that, except in the case of teachers already licensed and teaching, the teachers of the Grammar Schools must hereafter be graduates of some University within the British dominions; and the curriculum is to be prescribed by the Council of Public Instruction, so as to prevent an abuse only too common in both sections of the Province, of degrading Grammar Schools into Elementary Schools, by filling them up with pupils learning their A B C. It were much to be desired that similar provisions to these should be extended to the so-called Academies and Grammar Schools of Lower Canada. It is high time a thorough revision of these grants should take place. But a feature in this bill, for which Mr. McDougall deserves special praise, is this—that he provides that the Governor in Council may establish a curriculum of elementary military studies to be used in the Grammar Schools, and that every teacher who shall pass an examination to show himself qualified to impart instruction in those studies, and secure a class of not less than five pupils in them, shall receive \$50 addition to his salary in each year. This is decidedly a step in the right direction. The present military schools are admirably answering the temporary purpose of providing the first set of officers for the Militia. But the work must be permanently done by other methods, the supply of educated military men maintained by another organization. Our schools receiving Government money must all teach drill. Our Grammar Schools and Academies must all teach the elements of military science, and attached to one or two of the Universities or as a separate institution, we must have at least one great Military School where men may receive as high and perfect a military training as West Point or Sandhurst now gives. Perhaps for a time scholarships at Sandhurst might serve the purpose. It is a matter for congratulation, therefore, that so important a step in the right direction has been taken. We may hope to see the work gradually extended year by year."

## 2. PROGRESS OF GRAMMAR SCHOOL EDUCATION IN UPPER CANADA.

With a view to furnish our readers with a brief view of the history and progress of Grammar School Education in Upper Canada, we insert the following summary sketch which we have prepared on the subject:

In 1789, in compliance with a memorial presented to Governor General Lord Dorchester, praying for the establishment of a public school near Cataraqui (Kingston)—the most central part of Upper Canada—he directed the setting apart of land for the endowment of schools in the new townships in that part of the Province; but no school was actually established at that time.

In 1792, a private Classical School was established at Newark (Niagara), and in 1796, one was established at York (Toronto).

In 1797, the subject having been brought before the Upper Canada Legislature by Governor Simcoe, on a despatch received from the Duke of Portland, a memorial was sent to the King, praying for the grant of a sufficient quantity of land to endow a Grammar School in each of the four districts into which the new province was divided, and a University for Upper Canada. The prayer of the memorial was granted; and 500,000 acres of land were set apart for the purposes specified. In 1798, President Russell requested his Executive Council, the judges and the law officers of the Crown, to submit to him a scheme of education for the Province. They did so; and recommended a sum of money to be granted for the erection of a school house at Kingston, and in the Newcastle District, for the accommodation of 100 pupils, with a residence for the master. They also recommended that a University be erected at York. The claims of Cornwall and Sandwich for a school were, in the mean time, to remain in abeyance. Nothing was done, however, except to bring out from Scotland, Mr. (now the Right Rev. Bishop) Strachan, as President of the proposed College. Before Mr. Strachan arrived, however, the project of the College was aban-

doned, Governor Simcoe went to England, and Dr. Strachan opened a school at Kingston and subsequently one at Cornwall.

In 1806, a temporary Act was passed, establishing a Public School in each of the eight districts into which Upper Canada was divided, and granting £100 per annum for each teacher. In 1807-8, this Act was made permanent.

In 1817, Common Schools were first established by law in Upper Canada.

In 1819, another District School was opened; and provision was first made for holding public examinations—for reporting on the condition of the schools to the Government and for educating ten Common School pupils as free scholars at each District School. The allowance of £100 was reduced to £50 wherever the number of pupils did not exceed ten.

In 1823, a Provincial Board of Education was established. In 1824 the germs of a library system were developed. Subsequently, and down to 1839, other steps of progress were made.

In 1839, the terms "District School" were changed to those of "Grammar School;" and £200 were offered to each District which would raise an equal amount for the erection of a Grammar School building. £100 were also offered for the establishment of a school in each of four towns (not nearer than six miles to the County Town) at which not less than sixty pupils were to be educated.

In 1853, the present Grammar School Act was passed. To render the transition from an old to a new system more easy, many of the provisions of the former Grammar School Acts were retained. For instance, (1) the distinction between senior and junior County Grammar Schools—(2) the granting of £100 to each senior County Grammar School over and above that given to a junior school, on condition (3) that the daily average number of pupils reached ten, and £50 in case the average was below ten. These senior schools were, however, required to make meteorological returns to the Educational department.

In order to see what has been the gradual progress in the number of Grammar Schools in Upper Canada and the number of pupils attending them, we append the following table:—

In the Year	No. of Schools.	No. of Pupils.	In the Year	No. of Schools.	No. of Pupils.
1844 ..	25 ..	1,000 approx.	1864 ..	95 ..	5,590
1854 ..	64 ..	4,287	1865 ..	101 ..	5,700 estim.
1863 ..	95 ..	5,352			

Of the 5,590 pupils in the various branches of instruction in 1864, there were as follows:—

In the English branches .....	5,053
In Latin .....	2,102
" Greek .....	726
" French .....	2,828
" Mathematics .....	5,387
" Geography .....	4,988
" History .....	3,833
" Physical Science .....	2,911

In 1865, the number of pupils attending Grammar Schools from the cities, towns, and villages (incorporated) are about ... 4,400  
Ditto ditto from Counties ..... 1,300

Estimated total as above..... 5,700

—showing that while the new Act will give County Councils equal power with Town and Village Councils to appoint trustees, only one-fourth of the pupils attend from the rural portions of the country over which the County Councils exercise jurisdiction.

In order to see what was the financial condition of these schools in 1864, we append the following summary:—

Legislative School Grant available for Masters' Salaries.	\$45,000
Municipal Grants .....	\$15,913
Fees .....	19,859
Former years' balance ..	\$9,974
Less balance of 1864 carried to 1865 ...	5,029

Legislative Grant for Maps, Prizes .....	4,945
	600
	40,800

Grand Total Expended in 1864..... \$85,800

The fees paid were from \$1 to \$8 per pupil, according as the school was supported by Municipal Grant or otherwise.

The highest salary paid to the Head Master of any school was \$1,200—the lowest \$300—average \$680, as follows:—

4 Masters at.....	\$1,200		
1 " .....	1,100	and less than.....	\$1,200
6 " .....	1,000	" "	1,100
3 " .....	900	" "	1,000
13 " .....	800	" "	900
17 " .....	700	" "	800
28 " .....	600	" "	700
11 " .....	500	" "	600
7 " .....	400	" "	500
2 " .....	300	" "	400

Average salary of 92 Masters, \$680 per annum.

There was no increase in 1863 or 1864 in the number of Grammar Schools established. But owing to the increase in the sums available for Grammar Schools in the latter year, some additional Grammar Schools were established in rural parts of the country in 1865, such as

<i>Morrisburg</i> , with only an average attendance of eight pupils in Latin.	
<i>Alexandria</i> , with only an average of .....	six " "
<i>Fergus</i> , " " " .....	six " "
<i>Osborne</i> , " " " .....	five " "

The new regulations have had a highly stimulating effect upon the attendance of nearly all the Grammar Schools; and the new law will very greatly increase their value and efficiency.

The following grants to Grammar Schools were made by city, town, village and county municipalities in Upper Canada for 1864. Of the 49 grants made, 14 were chiefly for building purposes—leaving 35 only for teachers' salaries and current expenses:—

4 grants of from \$10 to \$30	5 grants of from \$500 to \$600
4 " " 60 to 100	2 " " 600 to 700
24 " " 150 to 300	1 " " over 3,000
9 " " 400 to 500	
	49

These forty-nine grants amounted to \$15,913, deducting however, a portion of the large extra sum of \$3,117 granted for building purposes in Napanee; the average grant from each of the 49 municipalities would be \$250.

From these Municipal Grants, which we see reaches the sum of ..... \$15,913 we deduct the sums paid for building, rent and repairs, amounting to..... 6,139

\$9,774

Thus leaving available from Municipal Grants for teachers' salaries only about one-fifth of the amount of the Legislative Grammar School Grant available for 1864—or about \$100 to each of the ninety-five Grammar Schools in Upper Canada in that year.

The following is a copy of the New Grammar School Act.

### 3. AN ACT FOR THE FURTHER IMPROVEMENT OF GRAMMAR SCHOOLS IN UPPER CANADA.

Received the Royal Assent, 18th September, 1865.

Preamble. Whereas it is expedient to make further provisions for the improvement of Grammar Schools in Upper Canada: Therefore, Her Majesty, by and with the advice and consent of the Legislative Council and Assembly of Canada, enacts as follows:

1. Each city shall, for all Grammar School purposes, be a county; and its Municipal Council shall be invested with all the Grammar School powers now possessed by County Councils; but when, and so long as, the only Grammar School of the County is situated within a city, the Council of such County shall appoint one half of the trustees of such Grammar School.

2. Each County Council at its first session to be held after the first day of January next, shall select and appoint as Trustees of each Grammar School situated in a town or incorporated village and within its jurisdiction, three fit and proper persons as Trustees of such Grammar School; and the corporation of the town or incorporated village municipality, within the limits of which such Grammar School is or may be situated, shall also at its first session in January next, appoint three fit and proper persons as Trustees of such Grammar School, one of whom, in the order of their appointment, in each case, shall annually retire from office on the thirty-first day of January in each year (but may be re-appointed); and, on the incorporation hereafter of any village in which a Grammar School is established, the county and village councils shall at their first meeting in January next thereafter, appoint trustees in like manner as aforesaid for the Grammar School in such incorporated village; and the vacancy occasioned by the annual retirement of trustees, as also any occasional vacancy in their number, arising from death, resignation, removal from the municipality, or otherwise, shall be filled up by such County, town or village Council, as the case may be, provided that the person appointed to fill such occasional vacancy shall hold office only for the unexpired part of the term for which the person whose place shall have become vacant was appointed to serve.

3. The Trustees appointed as aforesaid shall be a corporation, and shall succeed to all the rights, names, powers and obligations conferred or imposed upon Trustees of Grammar Schools, by chapter sixty-three of the Consolidated Statutes for Upper Canada, and by this Act.

4. All property heretofore given or acquired in any municipality and vested in any person, or persons or corporation for Grammar School purposes, or which may hereafter be so given or acquired, shall vest absolutely in the corporation of Grammar School Trustees having the care of the same, subject to such trusts as may be declared in the deed or instrument under which such property is held.

5. In all cases of the union of Grammar and Common School Trustee Corporations, all the members of both Corporations shall constitute the joint Board, seven of whom shall form a quorum; but such union may be dissolved at the end of any year by resolution of a majority present at any lawful meeting of the joint Board called for that purpose; On the dissolution of such union between any Grammar and Common School, or department thereof, the school property held or possessed by the joint Board shall be divided or applied to public school purposes, as may be agreed upon by a majority of the members of each Trustee Corporation; or if they fail to agree within the space of six months after such dissolution, then by the Municipal Council of the city, town or incorporated village within the limits of which such Schools are situated, and, in the case of unincorporated villages, by the County Council.

6. No Grammar School shall be entitled to share in the Grammar School Fund, unless a sum shall be provided, from local sources, exclusive of fees, equal at least to half the sum apportioned to such school, and expended for the same purpose as the said fund.

7. The apportionment payable half yearly to the Grammar Schools shall be made to each School conducted according to law, upon the basis of the daily average attendance at such Grammar School of pupils in the programme of studies prescribed according to law for Grammar Schools; such attendance shall be certified by the Head Master and Trustees and verified by the Inspector of Grammar Schools.

8. No additional Grammar School shall be established in any county unless the Grammar School Fund shall be sufficient to allow of an apportionment at the rate of three hundred dollars per annum to be made to such additional school, without diminishing the fund which

Cities to be as Counties for Grammar School purposes.

Appointment of Trustees by County and Local municipalities.

As to villages hereafter incorporated.

Filling vacancies.

Trustees to be a corporation; powers.

Grammar School property vested in Trustees.

Case of Union of Grammar and Common School Trustees provided for

And case of dissolution of such union.

Condition of share in Grammar School fund.

Basis of apportionment to Grammar Schools.

Condition on which a county may have an additional Grammar School.

may have been available for Grammar Schools during the then next preceding year.

Differences between Trustees & Masters as to salary, &c., how to be settled.

9. All differences between Boards of Trustees and Head Masters and Teachers of Grammar or Common Schools in cities, towns and incorporated villages, in regard to salary, sums due, or any other such matter in dispute between them, shall be settled by arbitration according to the provisions of the Common School law relating to such arbitrations; and in cities, towns and incorporated villages the Local Superintendent, (being an officer of the Board concerned, and having no jurisdiction in the case of Grammar Schools) shall not act as an arbitrator; but in the event of a difference of opinion on the part of the two arbitrators, they shall themselves choose a third arbitrator, and the decision of a majority of the arbitrators thus chosen shall be final.

Qualification of head Masters.

10. After the passing of this Act no person shall be deemed to be legally qualified to be appointed Head Master of a Grammar School, unless he be a graduate of some University within the British Dominions; but any person legally qualified and appointed to be a Head Master in any Grammar School during the year next before the passing of this Act shall be deemed qualified notwithstanding this section.

Additional allowance for meteorological stations.

11. Each of the Grammar School Meteorological stations, at which the daily observations are made, as required by law, shall be entitled to an additional apportionment out of the Grammar School fund, at a rate not exceeding fifteen dollars per month for each consecutive month during which such duty is performed and satisfactory monthly abstracts thereof are furnished to the Chief Superintendent, according to the form and regulations provided by the Department of Public Instruction; but the number and locality of such meteorological stations shall be designated by the Council of Public Instruction with the approval of the Governor in Council.

Number, &c., of such stations, how fixed.

Additional allowance for military instruction.

12. It shall be lawful for the Governor in Council to prescribe a course of Elementary Military Instruction for Grammar School pupils, and to appropriate out of any money granted for the purpose, a sum not exceeding fifty dollars per annum to any school, the Head Master of which shall have passed a prescribed examination in the subjects of the military course, and in which school a class of not less than five pupils has been taught for a period of at least six months; such classes and instruction to be subject to such inspection and oversight as the Governor in Council may direct.

Conditions.

School Acts to apply to Town of Richmond.

13. The provisions of the Acts relating to Grammar and Common Schools shall apply to the town of Richmond, in the county of Carleton, the same as to any other towns or incorporated villages.

Certificates to meritorious Teachers.

14. It shall be lawful for the Council of Public Instruction, with the sanction of the Governor in Council, to make regulations for giving to meritorious Common School Teachers, certificates of qualification which shall be valid in any part of Upper Canada until revoked.

Inconsistent enactments repealed.

15. So much of the Grammar and Common School Acts of Upper Canada, as are inconsistent with the provisions of this Act, are hereby repealed.

#### 4. EXPLANATORY REMARKS ON THE NEW GRAMMAR SCHOOL ACT.

1. The 1st Section of this Act is designed to harmonize the Grammar and Common School systems in cities. At present the County Council appoints all the trustees of Grammar Schools in the cities, and otherwise exercises exclusive municipal control over the school—although it is, to all intents and purposes, a city school, and is often aided from city funds. In regard to Common Schools, the city has the entire control of them.

2. The 2nd Section is designed, also, to give towns and incorporated villages a voice in the management of the Grammar Schools within their respective boundaries; but it is not desirable to give them exclusive control, as the area of a town or village is not sufficient for the support of a school, and as many of the pupils come from outside of the town or village, and it is expedient to encourage such attendance. The town or village, however, should have an equal voice with the county in the appointment of trustees, as the Grammar School is chiefly supported by the smaller municipality, and is within its boundaries.

3. The 3rd Section is a necessary supplement to the second.

4. The 4th Section is designed to simplify the system of control

over Grammar School property, and to fix the responsibility for its care and management in the trustee corporation. Many of the sites have been given by the Government or by private individuals, and the trustees, frequently, do not feel free to act under such circumstances. This section removes all doubt and uncertainty on this subject.

5. The union of Grammar and Common Schools referred to in the 5th Section, does not, as a general rule, work well, nor is it desirable to encourage such unions. Experience has proved that the tendency of these unions is to impair the efficiency and lower the standard of both kinds of schools to a uniform level. The old law, passed in 1855, provided for the union of Grammar and Common Schools in rather a loose way, but did not provide for the dissolution of the union, nor for a division of the property, although, in many cases, such a dissolution was desired by the trustees. The old law also provided for the reduction of the number of Common School trustees, after election, from 8 to 6 on the joint Board, while it left the full number of 8 Grammar School trustees appointed by the County Council.

6. The principle embodied in the 6th Section, is in harmony, though in a modified degree, with that of the Common School law which declares that each municipality receiving a share of the Legislative School Grant shall contribute an amount equal to the aid received. In this Act only one half of the amount granted is required as a condition of receiving aid. The Act does not declare that a municipal rate for this sum shall be levied. The amount may be contributed from the Clergy Reserve Fund, or from any other source, or from the general funds of the municipality. If a rate be imposed, however, it is not required that it shall be levied on the entire county, but it may be levied on the town, village, or township in which the Grammar School is situated.

7. The 7th Section is intended to remove a gross anomaly in the present system of apportioning the Grammar School fund—a relic of the old law of 1806-8—which gave to the Senior County Grammar School more than to the junior schools, unless the average daily attendance should fall below 10 pupils—although every one of these schools may be vastly superior to the senior school of the county. This section of the Act reduces the system of apportioning the Grammar School fund to a simple and equitable principle of aiding each school according to its work. The application of this principle to the Common Schools in the rural sections has given them a much greater impulse forward than the old mode of apportionment on the basis of school population, or length of time during which they might be kept open, whether the work was done or not. It has also induced the trustees to keep the school open one or two months longer in the year than formerly. Then, as to the basis of apportionment itself, the subjects of teaching in a Grammar School were designed to differ from those in a Common School. Grammar Schools are intended to be intermediate between Common Schools and universities. The Common School law amply provides for giving the best kind of a superior English education in High Schools, in the cities, towns, and villages, with primary ward schools as feeders (as in Hamilton); while to allow Grammar Schools to do Common School work, is a misapplication of Grammar School funds to Common School purposes; Common Schools are already adequately provided for. By the law of 1807, and subsequently, the number of classical pupils was fixed at 20, and afterwards at 10. In our regulations we take the latter number.

8. The 8th Section raises the minimum apportionment to be made to a new Grammar School from \$200 to \$300. The granting of \$200, without any sum being required from local sources, has had the effect of rapidly multiplying feeble and very inefficient Grammar Schools, with very inadequate provision for the support even of an inferior teacher. This section, in connection with the 6th, will have the effect of providing for each new school at least \$450, exclusive of fees, instead of the miserable pittance of \$200 and fees.

9. The 9th Section harmonizes the Grammar and Common School laws in regard to arbitrations between trustees and teachers. The arbitration system has worked well, and affords an effectual protection to teachers. The local superintendent should not be an arbitrator, for the reasons given in the Act.

10. The 10th Section simplifies the present law in regard to the qualification of Grammar School masters, and does away with the expense of a board of examiners, at present in existence. There is now an abundant supply of graduates in Canada for our 100 Grammar Schools. Confining the graduation to British universities, is not an objection to American universities, *per se*; but the standards and modes of teaching in the British and Canadian universities are more in harmony with the requirements of our Grammar Schools—leaving out of view the questions of political bias, and the desirableness of holding out inducements to our own young men to enter the universities.

11. The 11th Section will render effective the provisions of the law relating to meteorological stations, of which several are now in operation. The observations are required to be taken twice a day, and



recorded in a book, which necessitates the continuous attendance of some competent person at the station. The returns received from these stations have been, more than once, of use to the Committee of the House of Assembly on Colonization and Emigration, and abstracts of them have been embodied in the reports of the committee.

12. The 12th Section introduces a new feature into the instruction to be given in our Grammar Schools, and will enable them to become feeders to some Canadian Sandhurst, or West Point Military Academy, yet to be established.

13. The 13th Section is now necessary, as the town of Richmond refused, in 1850-51, to comply with the law which was then passed, relating to Common Schools, &c. It has not since been able to avail itself of the Act, owing to a technical legal difficulty.

14. The 14th Section gives effect to the wishes of a large body of Common School teachers, in Upper Canada. At present, teachers not trained in the Normal School have to undergo examination in every county or school circuit in which they may desire to teach.

### 5. SCHOLARSHIPS FOR GRAMMAR SCHOOLS.

We are pleased to notice, by a report in the *Telegraph*, that at the last meeting of the Board of Trustees of the Berlin Grammar School, it was unanimously resolved to found eighteen scholarships in connection with the County Grammar School. Three of these scholarships are for the Berlin Central School, three for the Waterloo Central School, and twelve for the other schools of the county. The Berlin and Waterloo scholarships to be good for one year; the county scholarships to be good for two years. The scholarship entitles the pupil to tuition at the Grammar School free of fees. An examination will be held in December of each year, and those candidates who are successful in securing scholarships will be known as county scholars, and received into the Grammar School at the term following the examination in January.

The trustees of the Berlin Grammar School deserve credit for taking the initiative in this matter; and, if the same course were pursued in the other counties, we are satisfied that it would have a most beneficial effect. The youth attending the common schools in the townships would be encouraged to persevere in their studies in the hope of attaining such scholarships, and a new stimulus would be given to students attending the Grammar Schools. We should like to see our Board of School Trustees take the matter up. It is worth the trial even as an experiment, and, if successful, as we are satisfied it would be, the benefits to pupils, to the Grammar School, and to education in the county, would soon be felt and appreciated.—*Guelph Mercury*.

The Ontario County Council, at its last sitting, adopted a report, at the suggestion of W. McCabe, LL.B., Master of the Grammar School, appropriating \$40 each for the establishment of fifteen scholarships in the county.

### 6. LORD HARROWBY ON THE OBJECT OF GRAMMAR SCHOOLS.

At a recent distribution of prizes at the Campden Grammar School in England, Lord Harrowby in the course of his remarks, pointed out the mistake of regarding grammar schools simply as feeders to the Universities. Their object should be to open their doors as widely as possible, and to give a sound education to the children of the middle classes, adapted to their pursuits, while at the same time giving every opportunity to those among them who by talents or turn of mind were fit to be selected for the more literary careers which the Universities were intended to promote. It was a great mistake to think that they could make every boy a scholar. There were different classes of minds—some having a natural turn to the business of active life, and for whom the abstractions of literature and philosophy had no charms; and it would be absurd to tell these that they should learn nothing at all unless they studied Plato and Aristotle. Still it was an admirable thing that there should be institutions where, among the 40 or 50 boys of a neighbourhood, there should be an opportunity of raising out of the class devoted to the immediate objects of practical life those minds which were peculiarly fitted to benefit their fellow creatures by the cultivation of the intellect rather than by the practical concerns of life. This should be the aim of our grammar schools, and the link connecting them with the University was a most fortunate circumstance, for it was a singular blessing for this country that different members of a family should be pursuing different careers—some cultivating the soil, some engaged in commerce on a larger or smaller scale, and others filling positions in the Church, at the bar,

or in the political world. Such was the process constantly going on in this country, and the more the benefits of grammar schools were extended the more active would be singled out for the Universities, while others more adapted for the political duties of life would leave school at an earlier age for vocations in which they might be eminently useful, though not so distinguished in the eyes of the public as the former.

### 7. HIGHER CLASS SCHOOLS IN FRANCE.

During recent discussions, comparisons have frequently been instituted between the system of education which prevails in this country and that in France. Our readers may be interested in some few details respecting the schools of the middle and higher classes amongst our French neighbours. First, then, let it be observed that every one who professes to set up a school in France is subject to two regulations: he must undergo an examination as to his personal fitness for the calling, and his house must be approved of as a wholesome building in a wholesome locality. Private establishments are so far independent of the Government that they teach what subjects they please; but as every youth who is destined to be a lawyer, or a magistrate, or a medical man, or who aspires to a commission in connection with any naval or military college, or to a civil appointment under Government, must have first obtained a certain diploma, before he qualifies for his special work, there is generally much resemblance in the methods and routine pursued. But there are other institutions—called *lycées* or *collèges*—directly under Government control, which exercise a wide influence. Of these *lycées* there are seventy-four in France, all subject to the same rule as to hours of study, the subjects to be taught in each class, the proportion in which they are to be studied, and the punishments and rewards; prescribed by the Minister of Public Instruction. These are yearly visited by inspectors. The internal officers may be divided into the governing and teaching class. The former consists of the *proviseur* or chief, the *censeur* or second in command, and the *économiste* or bursar; these three exercise a joint authority, but in matters of daily routine the second has the chief power. The professors have nothing further to do with the school than to teach the class assigned them, and those who delight in uniformity will be pleased to learn that throughout France, and for all the forms in the school, the hours of class, that is, of professorial attendance, are from eight to ten in the morning, and from half-past two to half-past four in the afternoon. There are, in addition, assistants called *maîtres répétiteurs*, under whose direct supervision the boarders of the school eat, drink, sleep, prepare their lessons during the eight hours allotted to them in the professors' absence, and play. The course usually lasts about eight years, and there are examinations and competitive trials to stimulate industry. The classics are conspicuous among the subjects taught. A noticeable feature is the comparative absence of free and manly recreations; and still more so, is the constant oversight which is exercised over the boys, who are from morning till night kept under a watchful eye. This espionage is prejudicial to habits of trust, honesty, and frankness, which are fostered by confidence. We ourselves remember how in an English school a lad was once asked how he liked it, and replied in outspoken truth: "O, very well, but they put you on your honour here, and one can't have a lark." His Irish nature, accustomed to field life, and fond of riotous fun, chafed somewhat at restraints, but found those strongest which were self-imposed. The true principle is trust. This may be abused, but let it be cautiously exercised, and withdrawn where turned to wrong account. Those who value it will grow by having it, and those who are not fit for it will yet gradually learn to condemn the selfishness and the treachery by which it is carelessly betrayed.

While the propriety of making elementary instruction both gratuitous and obligatory is still being discussed, local authorities in France are, in some instances, taking the initiative by making it free in their own districts.—*English S. S. Teachers' Magazine*.

### 8. LATIN AND CRICKET.

Whether the Duke of Wellington really said of the Eton playing-fields that it was there that the battle of Waterloo was won, may fairly be doubted. The story has many elements of the myth about it; but, like other myths, it has a kernel of truth, which is worth consideration. He would have spoken, or been made to speak, more truly, if he had included the school-room in his observation; for it can hardly be maintained that even the superior physical education which cricket gives is sufficient, of itself, to form a corps of officers such as Wellington would be glad to see about him on the eve of a Waterloo.

The principal factors in the mental and physical training of English school-boys are Latin and Cricket. These are the most influen-

tial agents in the formation of the character of the ruling classes in England. There are, indeed, other branches of education whose great importance may seem to give them claims, equal to those of Latin, to this pre-eminence, and there are other games and sports which help to make an Englishman what he is; but none, we think, can really vie with these, either in the intensity or the general diffusion of their operation. It is not intended, of course, to deny the superiority of the Greek literature to that of the Romans; but few Englishmen would prefer to see our national character moulded on the Athenian, rather than on the Roman model. Moreover, the number of those who have assimilated Greek enough to influence their mental constitution is small. Happy they who, in addition to the plain, wholesome, and strengthening fare which the Romans offer to their intellect, can quaff the rich nectar of the Grecian Muse!—but they are few.

And with regard to mathematics, it would not be easy to overrate their value, not merely as contributing to the progress of physical science and of the useful arts, but regarded simply as mental gymnastics. Yet few would maintain that mathematics could take the place of Latin as the basis of an educational system.

We should be glad to think that it was a well-founded conviction, on the part of our ancestors, of its superiority as a rock of foundation which has preserved for Latin that predominance in our schools which it still retains. Unfortunately, it was just the party which is least inclined to reflect or examine—the “*laudatores temporis acti*,” who insisted that boys ought to learn Latin, and little or nothing else, from seven years old to one-and-twenty, for no better reason than that their fathers before them had done so. They upheld Latin on the same ground as the Rotten Boroughs and the Corn Laws—all change was mischievous, and “whatever was right.”

It is not, then, to be wondered at if their political opponents took it for granted that their conclusions were as false as their reasoning was illogical. As the Radicals of some forty years ago delighted in abusing the “British Constitution,” and the “British Lion” (without really examining into the merits of the system or the beast), because the Tories were for ever indiscriminately lauding them, they came to regard the study of the ancient classics with suspicion and dislike, because they were taught and prized in great Tory strongholds like Eton and Oxford. A considerable section of the great Liberal party in England were earnestly bent, at the period to which we refer, on effecting a radical change in our scholastic system, and substituting a vegetable diet of modern language and the rudiments of science for the strong meat of Greek and Latin grammar. The “broad view”—the “little of everything” system—was at one time gaining ground among us, and many an unfortunate boy, who knew no grammar or language under heaven, might be seen attending lectures at a modern university on “Comparative Grammar,” and the “Philosophy of Language.” The mental training of a considerable portion of the present generation of middle-aged men was sacrificed to the anti-Latin movement.

Happily for England, just at the time when the public schools and their scholarship were falling into disrepute with the Liberal party, a man rose (whom no one could suspect of a blind attachment to worn-out systems) to advocate this cause. One of the greatest services which Dr. Arnold rendered to his country was that of laying bare to the public eye the real strength of the foundations on which our academical system rests, while he gladly and wisely made some concessions to the just claims of modern languages and mathematics. He, no doubt, prevented a pernicious revolution by a timely reform, and rescued our youth from the cramping influence of the antiquated grammar-school, and from the still worse fate of falling under a system formed on “first principles,” and the “rights of boys!” The influence of Dr. Arnold, like that of all truly great men, is a permanent one. His pupils—we might now say his *grand-pupils*—are working on his lines with excellent effect. Rugby, Harrow, Marlborough, and the newly-founded schools of Clifton and Hailebury, are conducted by disciples of the Arnold school; and many other institutions are imbued with a similar spirit.

Under such auspices a strong reaction has taken place in favour of public schools and classical learning; and it is now a rare thing, even amongst “advanced” Liberals, to hear accurate scholarship spoken of as an idle and worthless accomplishment. The best of the public schools are full to overflowing, and the list of some contain the names of candidates for entrance for many years to come.

It is worthy of remark that the same experience was passed through, with the same results, in Germany. The rapid increase of the mercantile classes of Prussia, in numbers and wealth, has led to the establishment of Real-Schulen, in which the studies prescribed are those supposed to be most necessary to a merchant. In the first zeal of the reaction against the Gymnasias or Classical Schools, the ancient languages, even Latin, were excluded alto-

gether. But it was soon found that the new system of feeding the mind did not produce sufficient stamina, and Latin has by common consent been replaced in the curriculum of the Real-Schulen.

Parallel with the quickened intellectual life in our public schools has run the conscious, systematic culture of the physical powers, by means of games, and above all of cricket. We have muscular pedagogy, as well as “muscular Christianity;” and the model schoolmaster of the present day is expected to take a deep interest in the games of his scholars, and it is well if he is a good “bat” as well as a good scholar. In this direction, also, the Arnold school has taken a decided lead. Dr. Arnold himself recognized the great importance of a game which establishes more perfectly than any other the mutual correspondence and simultaneous action of eye and hand; which calls upon the player for the exercise, in rapid succession, of the most varied physical and moral qualities—of courage and prudence, of skill in avoiding and hardness in enduring pain—of ever ready, watchful patience in inactivity, and the power of passing in a moment to the intensest and most rapid action—of hopeful energy in the midst of discouragement, and moderation in the prospect of victory.

It is no slight honour and no small blessing to us, as a nation, that such a game should be traditional in our schools. It is not, on the surface, an attractive game. Beginners get little from it that can well be called amusement. It is an earnest, serious game, which suits neither the powers nor the taste of the weakling or the trifler—a game of which none but English boys can ever feel the charms. It is no injustice, we think, to say that the majority even of English boys require to be “kept up” to their cricket by a certain amount of compulsion on the part of their seniors, and that many a now devoted cricketer has been forced through the rudiments of the game by a pressure almost as strong as that under which he learned his Latin syntax.

It would be sad indeed if the general esteem in which this incomparable game is held should be forfeited, or even lessened, by the extravagance of those who indulge in it to excess. There is a danger of this. Instead of the noblest of pastimes, many a boy is seduced, by the rapid and brilliant reputation to be gained by eminence in the cricket-field, into making it his sole pursuit. And the consequence is that not boys only, but men, once capable of better things, may be seen wandering from match to match, throughout the country, whose whole discourse is of “legs” and “byes,” of “smacking,” “leather hunting,” and “collaring of balls”—who are only in their proper place at “Lord’s,” or the Kennington Oval. The fashionable world in London have much to answer for under this head. We need only pass from a “speech day” at Eton and Harrow to the annual cricket match between these two schools at Lord’s—and compare the apathetic, listless commendations bestowed on the prizemen at the former with the rapturous applause and the delighted shouts of “well hit,” or “well bowled,” with which rank and beauty greet the foremost players at the latter—to understand the force with which the ambitious youth is dragged from the path of knowledge and led to spend the whole force of mind and body on a game.

Professional players may be necessary as well as dancing-masters, and these must make cricket the main business of their lives; but when this is done by those who have, or might have, the advantages of school and college education, they are only so much superior to dancing-masters as cricket is better than dancing.—*London Review*.

#### 9. LORD DERBY'S TRANSLATION OF HOMER.

Pope's translation has a wonderful beauty about it, but if faithfulness to the text is to be accounted a merit in a translator, then Pope has failed in a remarkable degree. Lord Derby's work is noticeable for its transparent honesty. Good faith with the original is discerned everywhere throughout his version. Ease, directness and felicity of diction are also its qualifications in a pre-eminent degree. His style of language is clear, forcible and intelligible, and loses none of that “nobleness” which is the peculiar attribute of the Greek bard. As a specimen of ease and grace, together with a strict adherence to the Greek, we might quote Antenor's description of Ulysses, side by side with Menelaus, taken from Book III., page 98:—

“When both were standing o'er his comrade high  
With broad set shoulders Menelaus stood;  
Seated, Ulysses was the nobler form;  
Then, in the great assembly, when to all  
Their public speech and argument they fram'd  
In fluent language Menelaus spoke,  
In words though few, yet clear; though young in years  
No wordy babblers, wasteful of his speech;  
But when the skilled Ulysses rose to speak  
With downcast visage would he stand, his eyes

Bent on the ground ; the staff he bore, nor back  
He waved, nor forward, but like one untaught  
He held it motionless ; who only saw  
Would say that he was mad or void of sense ;  
But when his chest his deep-toned voice sent forth  
With words that fell like flakes of winter snow,  
No mortal with Ulysses could compare,  
Though little recked we of his outward show."

As an instance of rich word-painting, what can be more admirable than the following from the 14th Book :—

"Less loud the roar of ocean's wave, that driv'n  
By stormy Boreas, breaks upon the beach ;  
Less loud the crackling of the flames that rage  
In the deep forest of some mountain glen ;  
Less loud the wind to wildest fury roused,  
Howls in the branches of the lofty oaks ;  
Than rose the cry of Trojans and of Greeks,  
As each, with furious shout, encountered each."

These are all the quotations we have space to give as showing the great result Lord Derby has achieved as a translator, apart from all matter of comparison. A few contrasts with other translations will not, however, be out of place, as showing how graceful couplets are an anare to the translator of strong poetic feeling. We may quote the following lines :—

"A parley Hector asks, a message bears,  
We know him by the various plumes he wears ;"

Which Lord Derby simply and faithfully renders :—

"Hector, of the glancing plume,  
Hath, it seems, some message to impart."

And again out of the following lines of Lord Derby's faithfully rendered :—

"The day shall come when this Imperial toy  
And Priam's race, and Priam's royal self,  
Shall in one common ruin be o'erthrown."

Pope's genius educes six lines, half of which are necessarily fanciful :—

"The day shall come, the great avenging day,  
Which Troy's proud glories in the dust shall lay.  
When Priam's powers and Priam's self shall fall,  
And one prodigious ruin swallow all.  
I see the god already from the pole,  
Bare his red arms and bid the thunder roll."

We think we have said enough to show that Lord Derby has performed, with remarkable accuracy and power, a labor which has been to him one more of love than of exhausting toil. As a faithful reflex of the Greek, it could hardly be excelled, whilst the vigor of the translation is not easily surpassable. In time it must take the place of Pope's translation in every school in which it is desired to teach the English language in all its purity.—*Leader*.

#### 10. THE COLLEGIATE INSTITUTE LONDON, U. C.

On Friday, 1st September, the London Collegiate Institute was formally opened, and auspiciously dedicated to the furtherance of the cause of education. Through the exertions of the indefatigable Venerable Archdeacon Hellmuth, the corner-stone of the London Collegiate Institute was laid on the 17th of last October. In connection with Huron College, this Institution gives London a pre-eminence over all the neighbouring towns west of Toronto.

At the opening, the Bishop of Huron remarked upon the great and manifold changes which he had seen during his comparatively brief experience of thirty-three years, and alluded to the fact that, when he first came to the neighborhood, the ground upon which the institute stands was covered by the forest primeval. He then spoke of the objects of the institute, and of how necessary it was for the permanent welfare and prosperity of the country that boys should receive good sound education, and be duly instructed how to contribute, in after years, to the advancement of their native land. There would be no "birching" or "caning" in that institute, which was intended to be a benefit to the pupils, who ought to make it a point of honor to do all in their power to assist their teachers, by laboring diligently themselves. He prayed that the blessing of heaven might descend upon the work, and that those who were educated there would be truly fitted worthily to discharge their duties in the world, whatever their position might be.

*The Opening.*—The greater part of yesterday was occupied in receiving scholars, about forty of the resident pupils, and over twenty of the day pupils having presented themselves for admission. Applications have, we understand, been received for sixty boarding scholars, the remainder of whom will arrive between now and Mon-

day next.—The college was visited by the parents and friends of the children during the day, and much pleasure expressed at the admirable arrangements effected for their comfort.—The school will commence with from eighty to a hundred pupils, a number which will insure its success. The teachers have all arrived, and were yesterday making themselves acquainted with their future charge. The head master, the Rev. Arthur Sweetman, M.A., is a graduate of Christ's College, Cambridge ; the assistant masters, the Rev. Professor Halpin, ex-scholar and classical moderator of Trinity College, Dublin ; J. E. Bowers, Esq., B.A., graduate of University College, Toronto, teacher of modern languages, a branch of study to which this gentleman has devoted much of his attention. He speaks French and German with remarkable fluency. J. C. Morris, Esq., of Sandhurst College, is in charge of the sciences, and English branch of instruction, in conjunction with Mr. Smythe. Sergeant-Major Gray, late of the Royal Canadian Rifles, is instructor of military drill, a position which he is suited to fill admirably. Mrs. Dampier has the general supervision of the resident pupils, and will be found equal to the task. The boys, yesterday, after receiving their caps, fashioned after the University style, with red tassels, but without gowns, paraded the streets, showing themselves off with evident delight.

*The building*, now opened for instruction, possesses all the advantages which are deemed requisite for the attainment of this object. Erected on a commanding eminence, the natural advantages of the position have been made use of to the highest degree in the erection of the institution, and all the conveniences and appliances that art has yet devised for the comfort and convenience of the young, and for their assistance in acquiring knowledge, have been introduced. Already a large fountain has been placed in position in front of the building, and handsome walks constructed in the intersections of green patches of meadow, which will be utilized to a much greater extent when the designs are fully carried out, when trees and vines will enliven the prospect to the eye of the weary scholar or professor. The building itself partakes of the Elizabethan style of architecture, with a mixture of more modern styles, and is a pattern for its graceful simplicity. The design is the production of Mr. Wm. Robinson, our city engineer. The building is built with a main body, and two wings of irregular length, the whole being somewhat of the shape of the letter L, the front facing the south being 190 feet in length, and the western wing 180 feet ; the one to the east 100 feet. The main entrance to the building is attained by a broad flight of stairs, on the base of which are erected handsome pillars, surmounted by gas lamps, and which usher the visitors into a handsome porch. From this a fine staircase leads to each story of the building, where communication is obtained by long passage ways to the different apartments of the building. In addition to this, side stairways have been run at convenient distances leading to the ground, securing a speedy exit from any portion in case of fire. The front is further ornamented by large bay windows, which produce a very nice effect, and are amply sufficient to relieve the blank appearance which would otherwise be observable. A handsome cupola, about ten feet wide and twenty high, surmounts the whole. The building is of the height of four stories, the lower one of which is partially underground. In this is situated the culinary department of the institute. A large and airy dining-hall, with bath-rooms, laundries, kitchen, and the other necessities, occupy this floor. Dinner sets of silver ware, with all the accessories, have been provided. In the rear of this portion of the premises is placed the steam-engine and boiler. From this point steam pipes have been run to every portion of the building, thus securing a uniform temperature at any season. The apparatus is on the most approved principle, and so constructed that when the steam has performed the circuit of the building it again returns to the boiler, allowing a free and safe circulation at all times. In addition to this important duty, the engine pumps water from an excellent spring well to the large tank in the attic of the building, from whence it runs, by means of pipes, to every section of the edifice, and to the fountain in front, of which an unlimited supply is thus secured. The design of the projector in this respect is further manifested by the fact, that in every section of the grounds large tanks have been constructed, thirty feet in depth, and of a similar diameter, all communicating from one to the other, and from which a supply can be obtained in case of necessity. These are capable of containing hundreds of thousands of barrels, and can be pumped dry at pleasure. To show the perfection sought to be attained, it may be stated that the washing, ironing, starching, drying, and, in fact, everything reasonable, is to be done by steam, securing much more uniformity and better facilities than by manual labour.

*The ground floor* of the building, entered from the outside by the main stairway, is where the great and primary objects of the institution will be developed. The entire section of this floor, except the east, or shorter wing, which is retained exclusively for the head master, is occupied by the class-room, to the east being the private

room and library of the head master, adjoining it being his classroom, and immediately to the south a small one for Professor Halpin, of Huron College, while still further west are the class-rooms of Mr. Morris, scientific teacher, and Mr. Bowers, the teacher of modern languages. These are all fitted up with well made oak chairs and desks affixed to the floor, while the centre room, in the middle of the western extension, is reserved as the lecture-room of the scientific teacher. The room contains the instruments intended to demonstrate the science which will form the branches of study in the college, mineralogy, geology, botany, zoology, physiology, and in the experimental sciences, mechanics, hydrostatics, pneumatics, heat, optics, electricity, magnetism, and surveying, every department of these sciences being fully represented by some of the latest and most approved instruments in use. The handsome assortment is mainly from the noted house of Newton and Son, London, and cost about \$10,000, and are, consequently, all they are represented, and in the hands of Professor Morris, their use and the information deducible therefrom, will be of immense benefit to the students. A complete set of geological specimens, zoological and botanical diagrams, and a set of chemicals, physiological charts, globes, astronomical charts, and mechanical model pumps for demonstrating the principles of hydrostatics, pneumatics, and electricity, only form a portion of the large variety of instruments possessed by the institution, in addition to which, achromatic microscopes, a three-and-a-half foot astronomical telescope, mounted on brass pillars, costing \$135 in England, with sextants, quadrants, theodolites, air pumps, and other scientific apparatus, are included in the appropriation for this department. A number of barometers have been provided, and it is intended to appropriate the cupola to the purposes of an observatory, from which indications of the weather, the rain, and other matters in that connection, will be accurately recorded. A large magic lantern will also form one of the specialities of the college, there being thousands of objects in every branch of science provided, and, as many truths are much easier conveyed to young minds by representations of this kind, there is no doubt of its utility to the institution. The six forms, or divisions, of the students, will, of course, receive their positions in either of these rooms, according to age and qualification. In addition to the places named, the library and chapel, and a housekeeper's drawing-room, the latter a neat room off the main entrance, for visitors, are situated on this floor. The library occupies the south portion of the west wing, and its spacious windows command a fine view of the city. In the northern section of the wing is the chapel, the only portion of this floor that remains to be mentioned. It is, indeed, a pleasant place, and exceedingly well adapted for its purpose.

*The Third and Fourth Floors.*—Ascending by the main staircase, the long corridors which connect the dormitories with the rest of the building, are reached, and a full view is obtained of the preparations made for the comfort of the pupils. Here are some ten or twelve rooms, each containing from one to ten neat iron bedsteads, according to size, the number, altogether, being eighty on the floor. Each room is comfortably fitted up for the occupancy of the students. The steam pipe extends through the floor, and the interior of the room contains everything which combines to give comfort and cleanliness to the pupil. Each bed is covered by neat and scrupulously clean linen, and a beautiful counterpane lies on top, while a nice washstand, with basin, bowl, looking-glass, &c., are placed at the disposal of each.—The exactness of the founder is manifested in everything there. An excellent representation of the front elevation of the college is seen on each article of porcelain ware, the picture being burned in with the piece when made. The best arrangements for a free circulation of air exist, the top of each door being surmounted by lattice work, which allows communication with the rest of the building, and gives security for the health of the pupils. Side stair-ways connect with the lower and upper stories, so that each dormitory may be said to have a separate mode of exit. At the extreme north of the west wing, a sanatorium is situated, where proper fittings are erected for the care of the sick. This department will, of all others, receive the attention of the principal, from the necessity of the circumstances of his pupils. The rooms of the mathematical and modern language teachers are also on this flight, and have, at all times, access to the dormitories, so that at night, as well as in the day-time, the scholars are under the vigilant care of competent advisers. A very nice provision has been also made by the erection of bath-rooms on each floor, there being several in each section, by means of which the scholars will have the use of hot and cold baths at will. The fourth story is in every respect a counterpart of the third, and fitted up with equal care to the comfort of the occupants. Still higher up is placed the tank which supplies water to the building. This is fed from the roof when obtainable; otherwise, the pumps are used to keep it filled. The east wing forms a separate and distinct portion of the building, and is exclusively occupied as the residence of the head

master, the Rev. Arthur Sweetman, M.A., and so arranged as to give him a supervision over the entire building.

The grounds occupy the entire block of ten acres, on which the building stands. Walks and carriage drives are run over the land, while in rear a large enclosed shed is erected for gymnastic exercises. Here all manner of pulleys, ropes, and cross-bars will be erected, whereby the bodily growth of the scholars may facilitate their mental advancement. A racket-court and cricket-ground are preparing, to further amuse the students, while a large pond is being made for skating, where will also be erected a plunge-bath, and other accessories to the great object—the securing the health of the students, in the summer season.

The number of bricks used in the erection of the building exceeds 700,000. The cost of the entire structure, finished, including out-buildings, but without the interior fittings, cost in the neighbourhood of \$25,000 to \$30,000.—*Prototype.*

## II. Papers on Canadian School Matters:

### 1. REV. DR. RYERSON ON GIVING PRIZES IN THE PUBLIC SCHOOLS.

At the midsummer examination of the Common Schools, in Toronto, the Chief Superintendent spoke as follows:—

Rev. Dr. Ryerson was next called upon, and said he was sorry that so many who would have taken pleasure in being present, had been prevented from attending. The chairman remarked that besides the common schools there were numerous private schools, to which he would add, that there was the Grammar School and the Upper Canada College, and the Model School, all of which took part in educating the youth of Toronto. He called attention to the fact, that it was competent for the people of every locality to determine for themselves whether they would have the common school system, or after adopting it, whether they would have a free or a ratebill school. There was one town in Canada that had never adopted the common school system, and now desired to adopt it, but through some provision of its Act of Incorporation, it could not do so without a special Act. Almost everything in reference to education was in the hands of the people, no application to the Government being necessary. As to prizes he took pleasure in saying that during the past two months, upwards of twenty townships had sent sums of from \$10 to \$20 to him for prizes to be distributed at competition examinations of the children of the whole township, and he was happy to see the same principle was being adopted in some counties. He congratulated the city of Toronto on having adopted the plan, and found it to work so well, of appealing to the love of approbation of the children—a principle lying deep within the human constitution, and acted upon in all the colleges, in military life, and in well regulated families. It was to be remembered that these prizes were given for general progress in all branches of education, and not for what was called mere book learning. Every competitor had to be diligent, punctual and of good general character. It was also worthy of remark that these principles applied equally to all classes of people, high or low, rich or poor. It was the same feeling that led the soldiers of England to scale the heights of Alma, that was appealed to in the granting of prizes. The more this feeling was appealed to, awakened and properly directed, the more would society be elevated to what it ought to be. It had helped materially in raising the standard of general education in Canada, under the common school system. Canada was much in advance of the mother country in her school system. All that could be done in England was through denominational channels. He was thinking that if every corporation in England were to try to afford encouragement to the educational interest of England, such an improvement in educating the masses could soon be made as had been made in Canada. Within the past few months he had sent out not less than 18,000 volumes to be distributed as prizes throughout the country schools of Canada. He hoped that they would all try to adopt the principle of not depending on mere book-learning, but educating the whole mind and leading the pupils to think.—*Guelph Herald.*

### 2. EDUCATIONAL PROGRESS IN THE COBOURG GRAMMAR SCHOOL CIRCUIT.

We are glad to state that the object which has long been mooted of elevating the position of common school teachers, when worthy, and of raising the standard of education, has assumed lately a practical form. A meeting of the Board of School Trustees was held last week, at which the subject was taken up and discussed. E. Scarlett, Esq., the County Superintendent, was present, and an important resolution was adopted, appointing a deputation composed of Dr. Powell and D. E. Boulton, Esq., to ascertain what school sections are capable of supporting second class teachers, and after



their report no teachers holding a lower grade than second class will be allowed to teach in any such sections. The evil of allowing third class teachers to hold first class positions, has been long a source of complaint, and there are several illustrations of it in Hamilton township. A check will thus be put on the evil complained of, which, in most cases, is due to favoritism. We have much pleasure in publishing the following extract from the minutes of the last meeting of the Board:—Moved by the Rev. Mr. Laing, seconded by A. Frazer, Esq., whereas it is necessary to elevate the standard of common school education, this Board *Resolve*—1. That at the next examination of teachers for this circuit, any third class certificates which may be granted, shall be limited to certain school sections which are specified in the certificates. 2. That Mr. Boulton and Dr. Powell be a committee, in concert with Mr. Scarlett, to make enquiry and to make out a list of school sections in which third class teachers may be employed. The following text-books, having been approved by the Board of Public Instruction, are recommended by this Board for the use of teachers in preparing for examination:—Sangster's Arithmetic; Sangster's Algebra; Potts' National Euclid and Mensuration; Robertson's Grammar; Sullivan's Outlines of Geography; Taylor's Elements of History; Collier's British Empire, and Hodgins' Canadian History; Physiology, 5th Book; National Book-keeping.

### 3. TRIBUTE TO A MERITORIOUS TEACHER.

We are highly pleased to learn that at the last meeting of the Board of Public Instruction for the County of Middlesex, the members of that body agreed to grant life certificates as teachers in that county, to teachers who had held the highest class for the past seven years. Only three, however, were granted, and one of these three has been granted to Mr. James Park, at present teaching in this town. We congratulate our friend upon his deservedly good fortune, and, at the same time, feel sure that the high estimate of his qualifications has not been misplaced. As a teacher and disciplinarian, we are informed that Mr. Park has few superiors.—*Planet*. [See 14th Section of the Act, on page 132.]

## III. Papers on Practical Education.

### 1. IMAGINARY ROOTS OF EQUATIONS.

The English papers announce a new mathematical discovery by Professor Sylvester. It is the proof Sir Isaac Newton's rule for the discovery of the imaginary roots of equations. 'This rule,' says the *Reader*, 'is surrounded with a rare and curious interest.' It was originally given by Sir I. Newton in his lectures when Lucasian Professor at the University of Cambridge, and in 1707 it was published in the *Arithmetica Universalis* without proof. Maclaurin, Warring, Euler and many other distinguished mathematicians have attempted to demonstrate it, but hitherto all such efforts have proved abortive. A proof for a few elementary cases was given by Professor Sylvester, a paper published in this year's volume of the *Philosophical Transactions*. He has recently discovered a complete one, founded on the ordinary principles of elementary algebra; and more than this, a theorem, which stands in precisely the same relation to Newton's rule as Fourier's theorem does to Descartes' rule, the rule being deducible from the theorem as a particular case. But this is not all; this general theorem is itself only a particular case of a still more comprehensive one." To this it may be added that the rule in question, both in the first and second editions of the *Arithmetica Universalis*, the second of which was certainly published with Newton's sanction, stands out as the only proposition in the book unaccompanied by a proof, and thus raises a very strong presumption that Newton was not in possession of a solution which satisfied his mind. Certain it is that this rule has been a Gordian knot among algebraists for the last century and a half. The rule itself used to be given in an imperfect form in our ordinary algebras, such as Wood's, from which many of our readers may probably once have been taught. But the proof being wanting, authors became ashamed at length of advancing a proposition the evidence for which rested on no other foundation than belief in Newton's sagacity.

### 2. EDUCATION BY MACHINERY.

On Wednesday morning, at the establishment of Messrs. Chambers, Paternoster row, London, Mr. Alfred Long, in the presence of some fifty ladies and gentlemen, exhibited an apparatus and explained its adaptability for acquiring languages, music, and other important branches of education. The "Patent Metabolical Machine," the title which Mr. Long has given to this piece of mechan-

ism is very similar in appearance to the old lottery-wheel; but, unlike that magical implement, instead of turning up blanks, prizes in the shape of knowledge to the old and young inevitably ensue.

Mr. Long thus describes his educational novelty:—

"This machine is constructed so as to present to the eye an endless succession of musical combinations or of sentences in grammatical and idiomatic form. These are produced by interchanges of the words or the bars which have been previously selected and arranged according to a certain formula, and then written upon the faces of the little cubes. The peculiar characteristic of the apparatus is a contrivance which prevents the faces of the cubes from presenting themselves in regular succession. An irregular movement being secured, a different variation of the words or the bars are excluded from sight. The working of the machine exemplifies the process whereby children, when taken abroad, reproduce foreign sentences in idiomatic form. It shows that the intellect works mechanically in the colloquial attainment of languages, particularly in relation to the idiomatic arrangement of the words. The machine was devised to illustrate the method set forth in Mr. Pendergast's work on the 'Mastery of Languages.' The beginner commits to memory two foreign sentences very perfectly. The English translations are inserted into the machine, and whenever it revolves, a different variation of the words appears at the windows. The system requires that the learner shall go on translating these variations until he shall have obtained the 'mastery' of them. Then he may undertake another sentence; but he must recapitulate them in every lesson in order to prevent their escaping from his memory. The exclusion from sight of all words, except those with which the learner is actually dealing at the moment, is of very great importance, because it removes all uncertainty, and obviates the difficulty of retaining in the memory the late words of a spoken sentence, while he is employing that faculty in recalling the foreign words required for the beginning of it. A machine with two rows affords an additional exercise; for, if the foreign words are placed in one row, and the English in the other, each revolution will give an opportunity for practising double translation. The machine will soon recommend itself by the rapidity and economy with which it works. To write out the variations of the sentences on paper would be a very tedious operation, and to make them *viva voce* from two written sentences would be perplexing and unsatisfactory. The apparatus is a sort of dumb waiter, from which the beginner helps himself, without bothering, or being bothered by a talking one. One prominent feature of the scheme is, that it bars the beginner from attempting to manufacture a sentence in a foreign language. The sentences must be selected from books, or else received from a native. No man however learned he may be, can make an idiomatic sentence in a foreign tongue until he knows something about it, and it is very irrational to attempt it."

Dr. Bennett Gilbert illustrated on the piano, to the satisfaction of all present, the ready applicability of the machine in changing musical scores.—*Chronicle and News*.

### 3. WANT OF PUNCTUALITY.

If there is one evil more prevalent than another amongst business men, in this country, it is the want of punctuality in keeping appointments, and in fulfilling engagements generally. Too many allow themselves to be elected to office, where no emoluments are concerned, merely for the honor it confers upon them, and then feel under no particular responsibility to perform the duties they may have assumed. Others with whom they have to act may attend promptly at the hour of meeting, and have to wait half an hour or an hour, before business can be commenced, or adjourn until some other day—perhaps then to meet with a similar disappointment. We have in numberless instances known business men, of punctual habits, meet a number of times in succession, without having sufficient of their colleagues present to enable them to proceed to business, thus having their valuable time sacrificed through the culpable neglect of others.

Mechanics and employees too often enter into rash engagements to have work done, or some other services performed by a stated time, when, if they had properly calculated their opportunities, it would be apparent to them that they could not possibly fulfil the engagements thus rashly entered into. Disappointment and injury is thus caused to others, and their own reputation for truthfulness and reliability is destroyed.

In matters of apparently but trifling importance, the same care in fulfilling engagements should be shown as in more important matters; the habit of punctuality would thus be formed, confidence would not be broken, and much valuable time would be saved. The following anecdote of Sir William Napier, furnishes a lesson for the consideration of the class of persons we have alluded to:—

"He was one day taking a long country walk near Freshford, when he met a little girl about five years old sobbing over a broken



bowl: she had dropped and broken it in bringing it back from the field to which she had taken her father's dinner in it, and she said she would be beaten on her return home for having broken it; then with a sudden gleam of hope, she innocently looked up into his face, and said, "But yee can mend it, can't ee? Sir William explained that he could not mend the bowl, but the trouble he could, by the gift of a sixpence to buy another. However, on opening his purse it was empty of silver, and he had to make amends by promising to meet his little friend in the same spot at the same hour next day, and to bring the sixpence with him, bidding her, meanwhile, tell her mother she had seen a gentleman who would bring her the money for the bowl next day. The child, entirely trusting him, went on her way comforted. On his return home he found an invitation awaiting him to dine in Bath the following evening, to meet some one whom he specially wished to see. He hesitated for some little time, trying to calculate the possibility of giving the meeting to his little friend of the broken bowl and of still being in time for the dinner party in Bath: but finding this could not be, he wrote to decline accepting the invitation on the plea of a "pre-engagement," saying to one of his family as he did so, "I cannot disappoint her, she trusted me so implicitly."—*Journal of the Board of Arts and Manufactures for U. C.*

#### IV. Papers on Statistics.

##### 1. TRADE AT NEW BRUNSWICK.

The Trade and Navigation Returns of New Brunswick for the year ending Dec. 31, 1864, have just been printed. The revenue was \$1,060,815 being an increase over the previous year of \$215,921. The imports amounted to £1,663,615 sterling, an increase of £23,562 over the previous year. The exports, inclusive of ships and home freights, were £1,850,141 sterling. The revenue is made up of duties on imports \$743,315, railway import \$181,844, export duty \$67,640, casual and territorial \$30,738. In 1864 there were imported 256,066 barrels of flour against 543,391 in the previous year; the whole imports of agricultural products amounting in value to \$1,811,662. New vessels registering 101,866 tons were registered or obtained passes to go to England for register, their average value being £8 sterling per ton.—*Hamilton Spectator.*

##### 2. PROGRESS OF THE UNITED KINGDOM.

The annual *Statistical Abstract*, which has just been issued, gives, as usual, a view of the progress of the kingdom in the last fifteen years. Many persons have forgotten, and will be surprised to read, that in the financial year ending with March, 1856, the net public expenditure (that is to say, after deducting the charge for the collection of the revenue,) amounted to more than £88,000,000. In the year 1864-65 it was reduced to £61,855,736, or, adding the £620,000 raised by the sale of terminable annuities for expenditure on fortifications, £62,475,736, the smallest expenditure since the beginning of the Crimean war, with the single exception of the year 1858-59. The civil charges of the kingdom were under £7,000,000 in 1850; they are now above £10,000,000. The charge for the forces, military and naval, was under £15,000,000 in 1851; in the year 1855-56 it exceeded £51,000,000; in the year just closed it was £25,000,000. But more remarkable than the expenditure is the revenue, the financial wonder of modern time. In the year 1850 the customs' duties produced a little over £22,000,000: in the year 1864-65 they have produced half a million more than in 1850, and yet in the interval customs' duties had been repealed or reduced to the extent of nearly £9,000,000 net—that is to say, deducting new duties imposed from old duties repealed or reduced. The gross revenue derived from the post-office was £2,277,000 in 1850; it now exceeds £4,000,000. We tax tea and coffee less than we did, but comparing the year 1850 with time present, we get from spirit-drinkers £13,000,000 instead of £8,500,000, and from smokers and snuff-takers £6,000,000, instead of £4,500,000. Ten years ago the national debt, including unfunded debt and the capital value of terminable annuities, was £801,878,763; two years later the war expenditure had raised it to £831,722,963; it has now been reduced to £808,289,398. Passing on to the trade of the United Kingdom, this little volume is full in information. The raw cotton imported in 1864, of the computed value of £78,200,000, cost more than double the price paid in 1860 for the largest import ever obtained, but the quantity we received in 1860 exceeded 12,000,000 cwts., while the quantity obtained in 1863 was less than 8,000,000 cwts., and was in fact about the same quantity as that received in each of the years 1853-55, just before the great stride made by the trade. The import of wool in 1864, 206,000,000 lbs., was much the largest ever received; and the quantity retained for home consumption,

150,000,000 lbs., was also much larger than in any previous year; but with the increasing numbers of wearers of wool it will be welcome. The corn imported in the year, the value of all kinds amounting to £19,881,161, was less in quantity and value than in any year since 1859. The merchant shipping of the United Kingdom (not counting river steamers,) employed in the home and foreign trade in 1864 rose to 21,513 vessels, of 5,208,468 tons, employing 195,756 men. The average *Gazette* prices of British wheat in the year was 40s. 2d.—a price lower than in any year since 1851; in 1855 it was 74s. 8d. £10,088,861 of money was coined at the Mint in 1864. The funds lodged in savings banks at the end of the year amounted to £39,417,995; this is less by £1,840,373 than in 1860, the last year before the institution of post-office savings banks, but the funds lodged in these post-office banks amounted, at the end of 1864, to £4,933,124, and people cannot find money for everything. The population in the middle of 1864 is estimated at 20,772,308 in England, and 3,118,701 in Scotland; in Ireland the number was probably below 5,700,000. The emigration of the year comprised 209,900 persons, nearly 15,000 fewer than in 1863. The number of paupers in receipt of relief was nearly the same in Ireland and Scotland in 1864 as in 1863, but in England there were nearly 40,000 fewer at the end of last year than at the beginning. The commitments for trial were 19,506 in England, 3,212 in Scotland, 5,086 in Ireland—all fewer than in 1863. The amount expended on the relief of the poor from the rates in the poor law—year 1863-4—was £6,423,381 in England, £770,030 in Scotland, £732,969 in Ireland—a decrease in England, an increase in Scotland and Ireland. The average number of scholars in attendance at the inspected primary schools of Great Britain rose in 1864 to 1,011,134. These are some of our "great facts" of the year.

##### 3. CURIOSITIES OF THE POST-OFFICE.

Sir Rowland Hill has shown that the whole nation may be benefited by a reform which at the same time benefits each of us individually. In 1839, the last year of the old system, the letters which passed through the post-office were 70,000,000; they were 240,000,000 in 1844, rose to 410,000,000 in 1853, and will fully reach 700,000,000 in the present year. In London alone the number of letters delivered in 1863 was 160,000,000, more than twice as many as in the whole kingdom in 1839. There are now 1100 receiving-houses and letter-pillars in the metropolis, and more than 16,000 altogether, showing that the immense number of 40,000 letters are put into each receptacle in a year, taking one with another. As there are 5,300,000 inhabited houses in the United Kingdom, this gives about 120 letters on an average to each house. Considering how few letters the humbler classes receive, the average indicates how large must be the receipt of letters by the commercial houses. Striking an average in the same way, every one of us—men, women, boys, and girls—receives 22 letters in a year.—*Once a Week.*

##### 4. BRITISH MUSEUM.

At the British Museum about 4150 volumes are used in the reading room daily; the number of readers has been about 106,000, or 360 per diem. 38,842 volumes have been added to the library during the past year, of which 2740 were presented, 28,426 were purchased, and 7686 acquired by copyright, 819 maps, charts and plans have been added, in 3326 sheets, and 44 atlases complete.—2378 pieces of music have been obtained. The total number of articles received by this department has been 72,214, of which 1283 were received under the international copyright treaties. 300,000 stamps have been impressed on these articles.

#### V. Biographical Sketches.

##### No. 50.—COL. THE HON. SIR E. P. TACHÉ, A.D.C.

It is with the deepest regret we chronicle this morning the death of the Premier of the Canadian Government, the Honorable Sir Etienne Paschal Taché, Kt., which took place at St. Thomas, L. C. The great and good man has passed away, and Canada to-day weeps for another of the historical men, who link her present with the far off past.

Col. Taché, as he was most familiarly known, was born in the village of St. Thomas, near the very ground on which he breathed his last, in the year 1795. He was, like many of the old Lower Canada leaders, descended from a French family of good repute, members of which, it is said have from time to time distinguished themselves in the Province, both before and since the conquest. He was educated at one of those seminaries of Lower Canada which have sent

forth to the world so many men of eminence and worth, and at the breaking out of the American war in 1812, though only seventeen years of age, he entered the service of the Country, as an Ensign in the 5th Battalion Incorporated Militia of Lower Canada, and with his regiment marched boldly to the front to defend his country. He was subsequently promoted, during the war, to a Lieutenantancy in the Canadian Chasseurs, and with them he served in a number of engagements, evincing great bravery and coolness, and giving thus early the evidence of those qualities which have ever since distinguished him in life. Although the events of that war were fifty years old, the gallant Colonel—gallant by more than mere courtesy—never tired of speaking of them. He seemed to look back to the time, when, a mere boy, he wielded the sword in the defence of his country and King, as among the proudest achievements of his life.

He acquired thus early a love for the military profession, and a respect for the discipline which it begets, which never left him; and he has always been in advance of his compatriots as the supporter of militia organization. The last occasion on which the writer saw him was when the Legislative Drill Association was inspected by his Excellency Lord Monck. After the inspection the Association were drawn up and put through the manual and platoon by the veteran soldier and statesman. "It is fifty years ago," said he, "since I learned this; let me hope," he continued with an honest pride in his own military skill, "that in half a century you may each be able to do as well."

On the conclusion of the war, Mr. Taché studied medicine, and for years he practised his profession in his native place. During the troublous times of 1837 and 38, he remained staunch in his allegiance to the Government, although strongly at accord with his countrymen, sympathising with them in the demand they made for the redress of their grievance, but refusing to resort to arms to obtain it.

He did not enter Parliament until the union was effected, but he was elected in 1841, to the first Parliament of united Canada as member for l'Islet. He soon made his mark in public life, and was shortly afterwards, on the 1st of July, 1846, appointed to the important office of Deputy Adjutant General, a position for which his early military experience, and thorough habits of discipline, admirably fitted him. On the 10th of March, 1848, he was requested by Mr. Lafontaine to join with him in the formation of the Lower Canada section of the celebrated Baldwin-Lafontaine Government, and took the office of Commissioner of Public Works, which he held until December of the succeeding year, when, on the retirement of the Hon. Mr. Viger, he accepted the Receiver Generalship, retaining the position until May 1856,—a longer period than has been generally allotted to Ministers of the Crown. On the 23rd of May, 1848, he was elevated to the Legislative Council, having up to that time retained the confidence of his old friends in l'Islet; and in that body he was regarded as a leading man from the day of his entering into it.

On the break up of the Baldwin government, and the coalition of Mr. Hincks with the advanced reformers under Messrs. Rolph and Cameron, Col. Taché remained in office acting with his friend Mr. Morin, who has preceded him to his long home by only a few days.

On the formation of the Grand Trunk Railway Company, and the guarantee by the Province of £3000 a mile towards its construction, Col. Taché was appointed one of the Government Directors, retaining the Directorship until the passage of the act of 1857, under which the office was happily abolished. And in September, 1854, he again remained steadfast with his friend Mr. Morin, in accepting the coalition of that time with Sir Allan Macnab and as a member of that Government his name was associated with the settlement of the great questions which had previously agitated the country, and the settlement of which formed the justification for the somewhat startling amalgamation that took place at that time.

On the retirement of Sir Allan Macnab in 1856, Sir Edmund W. Head, then Governor General of the Province, sent for Col. Taché to reconstruct the Government, and he became for a time Premier, taking the office of President of the Council. When in July, 1857, Mr. Cauchon retired from the Cabinet, he accepted the office of Commissioner of Crown Lands, the duties of which he performed in addition to those of President of the Council, until the month of November following, when against the urgent solicitations of his colleagues and his party friends, he retired from the government, with the intention of retiring from public life altogether. "After a long and lengthened period in the service of my country," said the hon. gentleman in his explanations to the House, "I wish to retire to the bosom of my family from the cares attendant on public life." He did retire, and it was with the greatest difficulty that he could be induced again to assume the responsibilities of official position. In November, 1858, Her Majesty the Queen, as a recognition of the eminent services of Col. Taché, conferred upon him the dignity of Knighthood; and, at the same time, invited him as a guest to Windsor Castle. Never has dignity been bestowed upon a worthier object; never have honours been so modestly won and so richly

merited. Again, in 1860, he was appointed, jointly with Sir Allan Macnab, to the honorary rank of Colonel in the British army, and Aide-de-Camp to Her Majesty the Queen, and, in this capacity, he formed one of the suite of His Royal Highness the Prince of Wales during his tour in Canada.

On the retirement of the Macdonald-Dorion government in March, 1864, the hopes of the conservative party centred on Col. Taché. During a long political career, and a great many years of official existence he had managed, by his strict honesty of purpose and untiring application, to silence the cavillings of all opponents. He had come through the ordeal of a long official life, at a time when party feeling ran high, and when the party press was not over scrupulous in its attacks upon public men, without a shadow of a stain upon his good name; and moderate men looked to him as the man above all others calculated to bring confidence to an Administration, and secure for it that support which would be essential to its success. Some difficulty was experienced in inducing him to accept the Premiership. His great age, which had led him seven years before to retire from a similar position, and his unwillingness again to break in upon the quiet retirement in which he had hoped to pass the remainder of his days, were the strong arguments against his assumption of the position proffered him. But to the last he retained his old love for duty, and inspired by a desire to see the country relieved from the political embarrassment into which violent partisanship had thrown it, he accepted office, and calling Mr. John A. Macdonald, his old friend and colleague, whose honesty and sterling worth the veteran statesman was in a good position to appreciate, to his aid, he formed the Taché-Macdonald Government. It was destined as formed to a short career. A catch vote, upon a question in which it had no part, left it in minority of two, and then came the Coalition which, based upon the avowed object of removing the great cause of the sectional difficulties which prevailed, has since and does still govern the country.

The duty of presiding over such a Government was too much for a man of Colonel Taché's advanced years. During the Convention of last fall at Quebec, he laboured earnestly, the chairmanship of the Conference having been awarded to him. Thoughtful only of the country which he had consented again to serve, he gave his days and nights to the discussions which occurred at that time, and thereby severely impaired his health. After the service he returned to his residence, and remained there in a rather delicate state of health. On the return of the delegates to Quebec, although still suffering, he was anxious to meet them at the Council board, and learn from them what they had done for the country he had served so long and loved so well. The journey was too much for him; and he was compelled to return home, never, as it has turned out, to leave it again. Ripe with years and loaded with well earned honours, he passes from among us leaving behind him a name clear and untarnished, an evidence that even in the political excitements of a new country like this, honest persevering patriotism will meet its reward.

The country in his death has lost an honest public servant, and an astute statesman; his fellow-citizens of French Canadian descent, have lost a brother whose memory they may well cherish and whose character they may well emulate, and the Queen has lost a subject than whom none breathes more truly loyal and devoted to the throne. His motto, famous for its significance and truth, that "the last gun fired in British America in defence of the connection with England would be fired by a French Canadian," will be remembered the more warmly now that the voice of him who uttered it is stilled for ever in death. And the recollection of the achievements of the great and good man who has passed from amongst us, will inspire his compatriots, as well as Canadians generally, who claim a common inheritance in his revered memory, with a more ardent desire to bring honour upon his prescience by proving true his promise of loyalty for the country.—*Hamilton Spectator*.

#### NO. 51.—THE HON. A. N. MORIN.

We regret to learn the death of the Hon. A. N. Morin, Judge of the superior court of Lower Canada. He died at Ste. Adele on Friday, in his 63rd year. His life was much mixed up in the politics of Lower Canada before the Union, and after the Union in those of United Canada, and he may be set down in the second rank of that respectable body of statesmen who occupied the stage, at the period of the Responsible Government struggle. He is yet another of those old politicians who have left behind them a stainless name.

Our Quebec correspondent, in the telegram we publish to day, furnishes some particulars of his life; but, from the part that he has played in our political history, it is better to give some more details.

He was born at St. Michel, in the District of Quebec, on the 12th of October, 1803. His parents were cultivators; and the first years of his life were full of privations. He received his education at the Seminary of Quebec, where he displayed great quickness and ap-

titude to learn. His ambition, there, was to study law, but he found himself without the means. At this time he came under the notice of the Hon. D. B. Viger, who loved to afford encouragement to poor young men of good talents; and Mr. Viger brought him to Montreal. Here he gained his board, as the agent of M. Augustine Perrault, a rich and respectable citizen; and became articled as a law student, to Mr. Viger, who employed him to copy manuscripts, and in this way he became free with the use of the pen. He wrote a paper entitled "Lettre de l' Hon. Judge Bowen," on the subject of the legal use of the French language in Canada; and this gave him reputation. He then founded *La Minerve*, which paper has ever maintained a foremost place among all our French contemporaries—although there were times in the far off past when it and we did not agree so well as we happily do now. Mr. Morin continued for ten years to be its editor; and played an important part in the history of those days.

In 1828 Mr. Morin was admitted to the practice of the profession of advocate, and in two years afterwards, in 1830, he entered the Parliament of Lower Canada, as member of the County of Bellechasse. He there took an exceedingly active part, serving under Mr. Papineau, and joining in all hot struggles of race of that time, on the side of his countrymen. And it was he, if we are not misinformed, who wrote the ninety two resolutions. Three years after his entry into Parliament, he won sufficient distinction to entitle him to be the bearer of a petition to England, on the state of the country. He went to the aid of his old patron, the Hon. D. B. Viger, who was then in England.

He represented successively the counties of Bellechasse, Nicolet, and Saguenay. In 1841, he was appointed a District Judge; and in 1842 he became Commissioner of Crown Lands and Executive Councillor in the Lafontaine-Baldwin Administration. He maintained to the last his party allegiance to those leaders. In 1846 Mr. Draper tried to detach him from his party alliance with the Upper Canada Liberals under Mr. Baldwin. Mr. Morin's letters in the celebrated correspondence that took place at that period showed how simple and single were his notions of party duty. But not to anticipate. He went out of office with his party in December, 1843—Mr. D. Daly remaining. In 1844 he was elected simultaneously for the counties of Saguenay and Bellechasse—sitting for the latter. It is unnecessary to dwell on the battles fought in that Parliament. Enough to say they led up to the general elections of 1848, when Mr. Morin's party again came into power; and he was elected to the post of speaker of the House of Assembly, which position he occupied until 1851, when the Hincks-Morin Ministry was formed—Mr. Hincks becoming Upper Canada leader after the retirement of Mr. Baldwin, and Mr. Morin Lower Canada, after the appointment of Mr. Lafontaine to the post of Chief Justice—in which office he was subsequently appointed a Baronet by the Queen. The place which Mr. Morin held in the Ministry was that of Provincial Secretary, and this time he was elected for the county of Terrebonne. In August, 1853, he was appointed Commissioner of Crown Lands; and when Mr. Hincks fell, under the combined assaults made upon him in September, 1854, he took the most important step of joining with Sir Allan N. McNab, and the Upper Canadian Conservatives, making (what was so unduly and so bitterly assailed) the celebrated coalition of that year; but which was, in actual fact, the union of the nearest political affinities, and which has since, with little exception, formed the governing party of this country; which settled many vexed questions; which passed many useful measures; and which the party led by Mr. Brown has now joined, with a view to carry the most important measures ever submitted to the people of British North America—measures which will affect the destiny of the whole British Empire in the ages yet to come.

Mr. Morin bore the assaults which were made upon the combination of which he was the Lower Canada leader with the utmost mildness and good temper—never using angry words in reply; indeed, to do so, would have been foreign to his polite and kindly nature. He retained his office till 1855, when he was appointed a Judge of the Superior Court; the Hon. George Etienne Cartier succeeding him as the energetic Lower Canada leader of the great French party.

In 1859 he was appointed one of the Codification Commissioners, whose elaborate work was laid before Parliament at its last Session, and is now before the public. To this work Judge Morin devoted faithful labours.

In his earlier years he cultivated poetry for a pastime, and among other pieces people quote his pathetic song:

Dans ma douce patrie  
Je veux finir ma vie.

The historian (Kaye) of the life of Lord Metcalfe thus sums up his life: "His character is well fitted to make a romance. With superior administrative ability, he unites great power of application, an extreme love of order, and, above all, a delicate conscience and

an abnegation of self. . . . He possesses the purest patriotism. He is without egotism and without artifice. He has nature so sensitive and expansive, that one would say of him that he had the tender heart of a woman and the simplicity of a child. Without these infirmities of noble souls he would have become a great statesman. This portrait it must be remembered, was drawn by the eulogist of the Governor-General to whom Mr. Morin's party was in the most strenuous, nay, bitter opposition.

Judge Morin throughout life was eminently a religious man. Whenever he travelled in the country he never passed a church without entering and performing some act of worship. His many good works cannot be told; for he performed his charities in secret.—*Montreal Gazette*.

#### No. 52.—THE HON. MR. DEBEAUJEAU.

The Hon. George Rene Savense DeBeaujeau, of whose death our Montreal correspondent informs us, was seignior of Lower Canada descended from Captain Daniel C. DeBeaujeau, chevalier of the military order of St. Louis, who commanded the French forces at the battle of Monongahela, in 1755, where the English under Gen. Braddock were defeated, and where Capt. DeBeaujeau was killed the family settled in Lower Canada and remained after the Province was ceded to England. They possessed the seignories of Soulanges and La Nouvelle Longueuil, and for years exercised considerable influence in the political affairs of Lower Canada. The father of the deceased gentleman, who was a member of the Legislative Council of Canada, sat in the same House in the legislature of Lower Canada before the Union, the family residence being a fine mansion on the north bank of the St. Lawrence near Coteau du Lac. Mr. DeBeaujeau was appointed to the Legislative Council in 1848, and at the time of his death was not far advanced in years.

He was grave and dignified in appearance, thoroughly courteous in manners, and when he addressed the House, which he occasionally did in as correct English as French, was listened to with respect and attention. He never took a very prominent part in politics, contenting himself with giving a modest but hearty support to the conservative party. He was a Lieutenant-Colonel in the militia of Lower Canada, and, some years before his death, succeeded to the title of the last Count De Beaujeau, of France, by the death of a distant relative.—*Leader*.

#### No. 53.—THE RIGHT REV. ALONZO POTTER, D.D., LL.D.

By the telegraph we learn that the Right Rev. Alonzo Potter, D.D., LL.D., died in San Francisco on the 4th instant, just six days before the completion of his sixty fifth year. Bishop Potter was born in Dutchess county, in this state, and was a brother of Bishop Potter of the Diocese of New York. He was graduated at Union College in 1818, became a tutor the ensuing year, and professor of mathematics and natural philosophy in 1821. Declining the presidency of a college at Geneva, N. Y., he accepted an invitation to the rectorship of St. Paul's Church, Boston, where he remained until 1831. He was consecrated as Bishop of Pennsylvania in 1845, which position he filled until the time of his death. He has published several books not much in circulation now, and occupied a high rank for scholarship and ability among eminent prelates of his church in this country. Three of his sons, Gen. Robert R. Potter, Howard Potter (of the firm of Brown Brothers), and Clarkson A. Potter, Esq., are engaged in professional and commercial life in this city.—*N. Y. World*.

### VI. Miscellaneous.

#### 1. COME TO ME, O YE CHILDREN.

Come to me, O ye children!  
For I hear you at your play,  
And the questions that perplexed me  
Have vanished quite away.

Ye open the eastern windows  
That look toward the sun,  
Where thoughts are singing swallows,  
And the brooks of morning run.

In your hearts are the birds and the sunshine,  
In your thoughts the brooklet's flow;  
But in mine is the wind of autumn,  
And the first fall of the snow.

Ah! what would the world be to us,  
If the children were no more?

We should dread the desert behind us  
Worse than the dark before.

What the leaves are to the forest,  
With light and air for food,  
Ere their sweet and tender juices  
Have been hardened into wood—

That to the world are children ;  
Through them it feels the glow  
Of a brighter and sunnier climate  
Than reaches the trunks below.

Come to me, O ye children !  
And whisper in my ear  
What the birds and the winds are singing  
In your sunny atmosphere.

For what are all our contrivings,  
And the wisdom of our books,  
When compared with your caresses,  
And the gladness of your looks ?

Ye are better than all the ballads  
That ever were sung or said ;  
For ye are the living poems,  
And all the rest are dead.

—H. W. Longfellow.

## 2. QUEEN VICTORIA'S APPEARANCE.

Of late years, especially since the sad loss of her husband, Queen Victoria has undergone a great change, both in mind and body. She never was possessed of great beauty, and the charm of her presence always rose more from the natural expression of an amiable disposition, than from any regularity of feature or grace of manner. She never was endowed with the irresistible fascinations of the Queen of Scots, nor with the imperious airs of Elizabeth, which extorted a reverence that could not be refused. Her eyes are blue and bright, her hair dark, and her complexion is now somewhat fallow. It is marked by deep lines of affliction, and yet those do not make her expression less attractive. It has been well observed that sickness and sorrow refine most countenances, and hers is another illustration of the truth of this saying. In the approaches of age she has gained that which may be called the beauty of goodness. It is undoubtedly true that old age, provided that it be found in the way of righteousness, gives to the features not their own.

If the motions of the mind be good, the lines of the face will become more and more beautiful as time wears on, and the sensuous charms of colour, delicacy and the regularity of feature fade. This is certainly apparent in the face of Queen Victoria at present. In stature she is rather inferior to the average height, and looks far more majestic when seated than standing ; and yet, wherever and whenever she is seen, she always bears the obvious mark of a noble lady. No one could meet her under any circumstances without perceiving at once that she is high-bred, and accustomed to command. She cares little for dress ; and at Balmoral, Osborne, or any of her palaces where she is in the bosom of her family, she wears plain, unpretending garments, such as some at least of our fair countrywomen would not allow themselves to be seen in at any time. She dislikes pomp and display, and does not often appear in public ; never, except when some great State occasion seems to demand it. Among all the Americans who have visited Europe, very few have seen Queen Victoria, while nearly every traveller has looked upon Louis Napoleon and Eugenie, who are frequently seen driving about Paris with the greatest freedom. In consequence of this reserve, the spectacle is much more imposing and attractive when she does appear.

She is an extremely good horsewoman, and manages her steed with great address and fearlessness. At the encampment at Cobham, a few years ago, she appeared on horseback, and was, of course, the admired of all beholders, as she rode on the field on her dark bay Templar. She wore a long dark green robe, of some thick, rich material, a closely fitting jacket, with but few ornaments, and a low dark hat, with a long black ostrich feather. In her hand she carried an elegant riding whip, with a handle of gold, and a carbuncle set in the top of it. She rode along the lines with grace, and really, for the time, one recalled to mind, irresistibly, the energetic presence of Elizabeth, as she passed before her soldiers at the time of the threatened invasion of the Grand Armada, and with burning words urged them to do and dare every honorable deed in behalf of Old England and its Virgin Queen.

Victoria always appears well at a review, and has that magnetic glance of the eye which leads every soldier to believe that his sover-

sign looks directly at him on such an occasion. This quality is not unfrequently possessed by great generals, though few women ever have sufficient nerve to show it.

Queen Victoria's costume in public is a black silk dress, trimmed with crape and jet, and Mary Queen of Scots cap with long veil, necklace, and cross of diamonds.—*The Weekly Prototype*.

## 3. GENERAL LEE AS A COLLEGE PRESIDENT.

General Lee has accepted the position, offered to him a few weeks since, of President of Washington College, next to the oldest, and one of the most respectable institutions of learning in Virginia. His acceptance is fortunate for the College, and the position is well suited to the present circumstances of General Lee. Its advantages to him are dignity, seclusion, occupation, usefulness, adaptation to his cast of character, and to the exclusion from other public employments consequent on the unfortunate side he took in the late war. Gen. Lee is the most admired and popular man in the Southern States. The solid esteem felt for his personal character will attract to Washington College, located at Lexington, a large portion of the cleverest and most promising young men of the South. It augurs well for the future tranquility of the country, that the controlling minds of that section in the next generation are to be moulded by such a man as General Lee.

The qualities which won for him such extraordinary esteem as the commander of an army, will secure him great success as the head of an institution of learning. He has a rare faculty of governing without a visible obtrusion of authority. He surrounds himself with a moral atmosphere which calls forth instinctive respect and love, and inspires a devoted enthusiasm. He will therefore easily bend young minds to his wishes without disagreeably thwarting theirs. This is an admirable cast of character for such a position as General Lee is to occupy, where young men with a budding consciousness of talents, full of hope and generous impulses, will submit themselves to his guidance with implicit confidence. His experience as superintendent of the Military Academy at West Point, long ago trained him for the practical details of his new office.

General Lee's interpretation of the duties which, in his new situation, he owes to his country, is well expressed in the following sentences from his letter of acceptance : "It is the duty of every citizen in the present condition of the country to do all in his power to aid in the restoration of peace and harmony, and in no way to oppose the policy of the state or general government directed to that object." And again : "It is particularly incumbent on those charged with the instruction of the young men to set an example of submission to authority." The Board of Trustees of the institution have called a meeting, and in a series of resolutions "heartily concur in and fully endorse the sentiments so well expressed by General Lee ; sentiments that cannot fail to commend themselves to the approval of the President of the United States, and to the unqualified assent of all sensible and virtuous citizens."—*Spectator*.

## 4. AUTHORS IN THE BRITISH PARLIAMENT.

The British Parliament, this year, contains an unusually large number of literary men. Amongst them are the Chancellor of the Exchequer, whose last work is one on Homer ; J. Stuart Mill, the political economist ; D'Israeli and Bulwer, whose novels may now be counted by the score ; A. W. Kinglake, the historian of the Crimean War ; Layard, the explorer of Nineveh ; Thomas Hughes, better known as "Tom Brown ;" Mr. Oliphant, author of several works of Eastern travel ; Mr. Fanezett, a blind man, and an able political economist ; Sir George Bowyer, the Civil Law commentator ; Mr. Forsyth, author of a "Life of Cicero ;" besides Sir Roundell Palmer, Edward Baines, W. E. Baxter, Charles Buxton, J. F. Maguire, and a number of minor celebrities.

## 5. AN OCTOGENARIAN VOLUNTARY SCHOOL-MASTER.

Mr. James Beattie, Auchterless, who has daily taught, without fee or reward, a school at Gordonston for sixty years, completed his 82nd year on Friday last, and on that evening he invited his pupils, boys and girls, to the schoolroom, where, after being first examined in the presence of a number of spectators, the whole were treated first to tea, and afterwards to fruit and a little wine, given by the hand of their aged instructor. The meeting was a very pleasant and interesting one ; and we venture to think that nowhere in the kingdom will there be found a school the teacher of which has, for sixty years, taught without fees. Mr. Beattie's work is a labour of love, and his pupils make great progress.—*Bangfshire Journal*.



## 6. A TALK WITH MY BOYS ON HONESTY AND CHEATING.

We have a few spare minutes, boys. Shall we have another familiar talk together? Very well. Let us talk to-day about honesty and cheating. As you were playing marbles at recess, I heard Master John exclaim, "Now Jim, stop that!—no cheating!" I don't know whether "Jim" was cheating or not; I hope he was not. But, at any rate, it will do us no harm to consider, for a moment, the subject of cheating. We have not time to talk about all kinds of cheating: but if you will give me first-rate attention, we'll note a few of them.

First of all,—you may cheat yourselves. How is that? When you shirk out of any duty; when you get others to do what you ought to do for yourselves; when you unnecessarily stay away from school; in a word, when you do anything which tends to deprive you of the advantages which you may derive, and ought to derive, from your school,—then you cheat yourselves. You imagine, perhaps, when you escape tasks assigned you, that you are doing a shrewd thing, and getting advantage of your teachers; while the fact is, you are defrauding yourselves. This is a kind of dishonesty which will one day appear, to all of you who indulge in it, a very expensive one.

In the next place,—you may cheat one another. You may do this in your sports. You all know how that is done. *Done in fun*, do you say? Perhaps so; and perhaps not. At any rate, the habit of taking dishonest advantage of another is easily formed; and, if allowed in small things, will by-and-by show itself in large things. If Master James permits himself to cheat in his plays, the habit of dealing unfairly will grow upon him; and when, within a few years, the temptations of money-getting assail him, he will find it no easy matter to deal honestly with all men. No man becomes a grossly dishonest man all at once. Unfairness in many small things almost always precedes the act which stamps a man with the brand of dishonesty. Therefore, my boys, don't deem it a trifling matter to cheat in your sports. Be honest in the smallest things. You don't like to be cheated yourselves, even for fun's sake. Do it at all times as you would be done by. Be unselfish enough to deal fairly. Cultivate a high spirit of honor and honesty—they generally go hand in hand. Scorn every kind of cheating in your relations with one another, whether it be in your sports or in competitions in the school room. Never attempt to put yourselves up, or others down, by means that are not perfectly honest. What do you think, boys? Is this good advice? Yes, sir. If so, be careful to follow it.

Now, boys, I have a case involving a question of dishonesty of a sort different from those we have been talking about; and I want you to help me in deciding it. I took from the post office this morning a letter upon which was a stamp that had not been defaced. Here you see the stamp, fresh as ever. Now, the question I wish you to answer is this: Will it be honest if I use this stamp upon another letter? Yes, sir, and No, sir, I hear you say. How many say Yes, sir? Hands up. How many say No, sir? About equally divided. Well, you may discuss the matter a little while, and then I will briefly sum up what you say.—That will do for the discussion, boys. Now for the main points. Edward says that the stamp ought to go for the face of it; that it is in my hands honestly; that it is the postmaster's fault, and not mine, that the stamp has not been defaced; and that if I do use it again, it won't harm anybody. So say some other boys. On the other hand, Master John and others say that the stamp, having been once used, ought to have been defaced; that I have no right to take advantage of a postmaster's neglect; that the government sold the stamp for three cents, and, having conveyed the letter according to agreement, the obligation of the government, so far as this stamp is concerned, has been fulfilled, and it is under no obligation to carry another letter without additional pay; that, under the circumstances, if I use the stamp I shall cheat the government.

I think that Master John and those who agree with him are right. The stamp does not belong to me. I gave nothing for it. It has done all the government promised it should do—carried one letter. Suppose that a man pays me a debt, but neglects to take a receipt. Would you call it honest if I were to attempt to make him pay it again? The government received three cents for this stamp, and promised to carry a letter. It has fulfilled its promise. Would it be honest to compel it to pay again? No, boys. In our dealings with the government—that is, with the people of the country—we ought to be as strictly honest as we are expected to be in dealing with our neighbours. A man who defrauds the town, or the state, or the country, by a false return of taxable property; by concealing his property so as to avoid taxation; by a false oath at the custom-house; by furnishing the public authorities with a poor article in place of the good one which he has contracted to deliver, or who in any way defrauds the public as represented by the public officers, is

just as much a rascal as is the man who swindles his neighbour, and is therefore condemned to prison.

Learn to be honest, boys. Don't cheat in things small or great. Keep yourselves far above suspicion. Every "Jim" must be careful not to give any "John" an occasion to cry, "No cheating!" You may go.—*Massachusetts Teacher.*

## VII. Educational Intelligence.

—TORONTO CITY SCHOOLS.—On the 28th July the successful competitors at the recent combined examination of the pupils attending the city schools, were presented in the St. Lawrence Hall with the scholarships, prizes, and certificates of honour which had been awarded them. The Hon. Mr. McMurich took the chair, and upon doing so he said in consequence of the absence of his Worship the Mayor, from the city, the duty had devolved upon him, as Chairman of the Board of School Trustees. He regretted the absence of the Mayor, who, he was aware, took a lively interest in the prosperity of the schools. They had met for the purpose of presenting the scholarships, prizes, and certificates of honour awarded to the successful competitors at the recent combined examination. He then went on to say that, notwithstanding that much had been said against the common school system, he had to congratulate the citizens upon its efficiency. (Applause.) He was glad to say the schools were doing good work. They possessed nine school-houses in the city, six of which were superior buildings, two smaller ones, and another, which was recently opened on Centre Street. (Hear, hear.) In referring to the school estimates he pointed out that taking the mean between the registered number of pupils, the monthly and average attendance, each pupil cost the city only about \$339 per annum; a fact which showed that the schools were economically managed. The whole cost of maintaining the schools did not exceed \$26,000; only \$23,000 of which the citizens were taxed for, \$3,000 being the government grant. He then proceeded to remark that he thought a change for the better might be made in the present school system, by blending the free with the rate-bill system. He favoured the establishment of primary schools, and also of a high school for the larger pupils. He did not wish to be misunderstood, however, as he did not wish to go for a rate-bill system without the free system connected with it. (Hear, hear.) After touching upon some other matters, including the benefits derived by having an opportunity of sending pupils to the Grammar School, he took his seat amid applause.

After the report had been read the pupils were called upon the platform in regular order, by the Rev. Mr. Porter, local superintendent, and presented with the scholarships, prizes and certificates of honour, by the chairman, who complimented them upon their success, and encouraged them by kind words to further perseverance in their studies. The proceedings were highly interesting, the audience warmly applauding the children upon their success. Principal Willis was then requested to address the meeting. He expressed his great gratification at being present. When he entered the room he had supposed he could not remain over a quarter of an hour, but he was so interested with the proceedings that he had stayed much longer than he had anticipated. Indeed he had never enjoyed himself more than he had on the present occasion, in witnessing the presentations to the pupils. He was present at one of the local schools, yesterday, and was much interested, but not more so than on the present occasion. He advised the pupils to increased diligence, and congratulated their parents on the success of their children, and the public upon the possession of such an excellent system of education. He was particularly struck and pleased with the great improvement, as stated in the report, that had taken place in orthography within the past year. Having again complimented the pupils, he took his seat amid applause.

Rev. Dr. Ryerson next addressed the meeting. (For his remarks, see page 186.) In conclusion, he begged to introduce to the meeting the Rev. Mr. Fraser, who had been appointed by the Imperial Government to enquire into the state of education in this country and in the United States, with a view to improving the educational condition of the middle classes of England, and who had been introduced to him by a letter from the late Governor-General of this Province, Sir Edmund Head. (Applause.) Rev. Mr. Fraser, in rising to address the meeting, said that when the chairman had asked him to say a few words he had consented to do so, because he had always found it easier to say yes than no; and when the Secretary stated that in addition to the 125 circulars he had sent eleven invitations to gentlemen, asking them to be present to address the meeting, he was



told that he would be expected to say a few words. The meeting would therefore take him as they found him. (Hear, hear.) He then informed the meeting that he had been deputed by a commission appointed by the Queen to obtain information with a view to improving the educational condition of the middle class of England. He had therefore been sent out to investigate the school systems of the United States and Canada, but he had only been in Canada a few weeks; and he regretted not having arrived here before the summer vacation, as he feared he could not stay in the country perhaps more than a month, and would not have an opportunity of witnessing the school system in its practical working. He would improve the time, however, in reading the excellent reports of the Chief Superintendent of Education, Dr. Ryerson. He was much struck with the statement made by the chairman with regard to the small cost of education in this city, and especially so after coming from the City of New York, where the sum of \$2,000,000 was annually expended in educating 80,000 children, which was over \$20 per child. He congratulated the meeting upon the lightness of their school estimates, and trusted that the common schools, as now established, would be protected and encouraged. Much money was saved by educating the youth of the country. It was better to expend money on education than in the maintenance of jails and penitentiaries. (Applause.) The other day the Bishop of Chicago had told him that one priest was as good as a hundred policemen in keeping in order the Germans and turbulent Irishmen in that city. (Laughter.) And he contended that such excellent masters as he had seen the previous day at the Louisa and Victoria Street schools were of more value to the citizens than a hundred policemen. In referring to the absence of religious instruction in the schools, he said that, as a minister of the English Church, he would like to see religious training in the schools. As regards our schools, however, he said that many complaints had been made against them as being irreligious institutions; but he had ascertained that every clergyman in the city had the privilege of attending the schools one hour each week for the purpose of imparting religious knowledge. Notwithstanding this fact, however, he had learned that only two clergymen in the whole city availed themselves of the privilege. (Hear, hear.) He paid a high tribute to the common school system of this country, and trusted that whether we should remain as a loyal province of the British empire, or go over to the United States—(cries of "never, never")—it should be fostered and protected. The Rev. gentleman concluded his remarks by referring in pleasing terms, to the beneficial results of the efforts of the Rev. Dr. Ryerson, in successfully establishing free schools in this country. Mr. Fraser took his seat amid warm applause. Rev. Dr. Fuller then briefly addressed the meeting, pointing out the advantages to be derived from the city schools, and urging the parents to be careful in the training of their children. The chairman having called for volunteer speakers, Rev. Dr. Ryerson again came forward and said that as volunteers had been called for, he would take the opportunity of saying a few words in regard to a matter he had overlooked, and that was the establishment of a high school in a central position in the city. He thought one of the ward schools might be set apart for that purpose. The high school system prevailed in many parts of the United States, and also in Hamilton there was a central school. He trusted the great City of Toronto would not be long behind Hamilton in this respect. He merely threw out these hints in order that the matter might be acted upon. Mr. Cooper and Mr. Armstrong briefly addressed the meeting, after which the Rev. Dr. Fuller pronounced the benediction, and the company separated.—*Leader*.

—**CHRISTIAN BROTHERS' SCHOOLS.**—The examination of the pupils frequenting the schools of the Christian Brothers took place last week. We have heard that the answering was admirable, and that an amount of information was displayed that agreeably surprised those who had the good fortune to be present, and reflected the highest credit on the pupils and the teachers alike. The subjects of examination comprised almost everything—spelling, reading, parsing, dictation, notation and numeration, mental arithmetic, geometry, algebra, natural philosophy, &c. Nothing could exceed the ready, accurate answering of the boys to the different questions proposed by the examiner. They seemed to be quite as much at home, when these questions involved points of the most difficult nature, which everywhere suggest themselves in accounting for the several laws that regulate the universe and all therein, as when they referred merely to the ordinary rules for the dependence of one part of a sentence on another. The exercises were of the most instructive and pleasing nature, and elicited many commendations from the audience. Several dialogues of a humorous nature were very happily rendered by the boys. One of the pleasant

incidents of the exercises was the singing of the juveniles at intervals during the exhibition. No small degree of credit is due the Brothers for their untiring zeal in imparting a sound, solid, and Christian education to the Catholic youth of this city.—*Freeman*.

—**LORETTO CONVENT TORONTO.**—The annual examination of the pupils of this institution closed on the 11th. The young ladies were examined in the morning in all the branches of their various studies; and by their proficiency gave great satisfaction to all interested. The afternoon *seance* was held in the drawing-rooms of the institution, and was very successful.

—**WOODSTOCK SCHOOLS.**—The examination of the East End School yesterday, was quite successful and satisfactory. At the close of the examination three young ladies came forward and presented Miss Clarke with two beautiful books (Shakspeare and Miss Landon), as an expression of their respect for and appreciation of her labours; and Miss Henderson read an address. Miss Clarke, in reply, said that she was very thankful for the expressions of kindness and love they had given her, feeling sure that they all loved one another. She also expressed her hope that if they did meet again on earth they would realize the meeting spoken of in the address. The examination then closed by singing the national anthem, which the girls sang very faintly, many of them being overcome with their sad feelings at the thought of parting with Miss Clarke, who is so deservedly endeared to the pupils. Miss Clarke, who is about to assume the duties of a more important trust in the Model School, Toronto, carries with her the best wishes and highest respect of this community. In the examination of Mr. Cullen's department, the classes acquitted themselves in a very creditable manner.—*Times*.

—**PORTSMOUTH COMMON SCHOOLS PIC-NIC.**—Yesterday was a gala day among the Common School children at the village of Portsmouth. At half-past one o'clock the children of Mr. Le Richeur's school, 110 in number (mostly boys), and those of Miss Johnson's school, 70 in number (mostly girls), left the village in procession, headed by the Portsmouth brass band, under the leadership of Mr. Scott, and proceeded to the grounds, where every preparation had been made to receive them; Mr. Stewart having given up his house for the accommodation of all parties during the remainder of the day. Flags having been unfurled, and a number of swings placed in secure positions, plenty of refreshments provided, and nothing left undone which could in any way conduce to the comfort or happiness of the large number of children present. Having been thoroughly regaled, the children resorted to various games and amusements, and enjoyed themselves thoroughly during the remainder of the day, the heads of the two schools laboring incessantly to keep pace with the wants and requirements of the little army of juveniles; the band playing at intervals to heighten the general enjoyment. During the afternoon the children sang several school hymns very correctly and heartily; and their general conduct and bearing throughout was extremely orderly and gratifying. Many of the parents and friends of the children were present, and R. J. Cartwright, Esq., M.P.P., the proprietor of the farm, was present for a short time. All the trustees of the School Board were on the ground, three of whom, Mr. Cameron, Mr. Nicholson, and Mr. Mooney, addressed the children, as did also Mr. Stewart, previous to their leaving. It was after eight o'clock when the children sang the national anthem, after which the procession reformed, and, headed by the band (the members of which volunteered their services gratuitously for the occasion), were marched back to the village and their homes. The pic-nic was a very pleasant and successful affair, and the turn-out of children highly creditable to Portsmouth, both as to numbers and respectability.—*Kingston News*.

—**COBOWR SCHOOLS.**—On the 14th ult., the Common School Teachers entertained the School Trustees and Dr. Powell, the Superintendent, at supper, and added to the interest of the occasion by presenting an address and a handsome writing desk, with the necessary accompaniments, to the latter gentleman. It is pleasing to see such good feeling existing, and we have no doubt our friend, the Doctor, is flattered by this evidence that his efforts are truly appreciated. We regret that want of space prevents our giving the address and the reply.—*Cobowr Star*. [See page 136.]

—**PRESENTATION AT CATUGA.**—The pupils of School Section No. 1, South Cayuga, recently presented their teacher, A. N. Moyer, on the occasion of his leaving the school, with a beautiful morocco gilt Bible, accompanied by an address, expressive of their regard for himself and appreciative of his abilities as a teacher. He made a suitable reply.

—**THE ONTARIO COLLEGIATE SCHOOL.**—The County Council of Prince Edward, at its last meeting, made a grant of \$500 towards the establish-

ment of the above institution. The college appears to be quite a favorite among the people of the county, as is evinced by the very liberal manner in which the required subscription has been so far met. We understand that the college committee, in return for the above grant, offers to receive a pupil, free of charge of tuition, for twenty years—said pupil to be a native of the county, to be a deserving youth of indigent parents, and the choice of pupil to be left in the hands of the council. At a meeting of the committee on Thursday last, the following resolution was moved by the Rev. Mr. Smythe, and seconded by Mr. Striker: "That the thanks of the committee of Ontario College are respectfully presented to the County Council, for their generous donation of \$500 towards said college; and also respectfully offer, in consideration of said grant, to receive a scholar, on the foundation—a native of the county, a deserving child—free of charge of tuition, for twenty years. The choice of the said scholar to be left to the council.—*Kingston News*."

— **GEN. DIX AT MONTREAL.**—General Dix, recently visited the Montreal Seminary, where he was formerly a pupil, and was presented with an address by the students. In his reply he said:—"It is now more than fifty years since I was a pupil in this institution, and the pleasure of my visit to it, after the lapse of so long a period of time, gratifying as it is, is painfully alloyed by finding that not a single one of the distinguished scholars from whom I received so much valuable instruction, is among the living. Mons. Roque, the principal, and Messrs. Hondet, Riviere, and Richards, all alike eminent for their learning and piety, are slumbering in their tombs. I can never forget how much I owe those exemplary men. To their scholarship, the purity of their lives, the influence of their example in all things, and their wise and parental counsels, I am indebted for much of my success in life; and although their trust has passed into other hands, it is most gratifying to me, as one of the pupils of this institution, to see it prospering under the guardianship of worthy successors, and still devoted to the preparation of the young for the active business of the world."

— **McGILL UNIVERSITY.**—At the recent convocation of the McGill University, it was stated that 177 students had attended the medical department during the past season. The distribution of these students was given as follows:—From Canada East, 90; Canada West, 72; Nova Scotia, 3; New Brunswick, 1; Prince Edward Island, 4; Newfoundland, 1; United States, 6. Total, 177.

### VIII. Departmental Notices.

#### THANKSGIVING DAY A SCHOOL HOLIDAY.

A recent official *Gazette* contains the following proclamation: "Know ye, that taking into consideration the duty which our loving subjects of our Province of Canada owe to Almighty God for the manifold blessings which they have received at his hands, and especially for the abundant harvest with which he has blessed our said Province during the present year, we have thought fit, by the advice of our Executive Council for our said Province, to appoint, and we do, by this our Royal Proclamation, appoint Wednesday, the 18th day of October next, as a day of general thanksgiving to Almighty God for these His mercies; and we do earnestly exhort all our loving subjects in our said Province to observe reverentially and devoutly the said day of thanksgiving."

According to the Public School Regulations, the day named above (18th October) will be observed as a public holiday in all the Grammar and Common Schools of Upper Canada.

#### EXAMINATION OF GRAMMAR SCHOOL MASTERS.

As the 10th Section of the New Grammar School Act (which will be found on page 132) supersedes the necessity of obtaining a certificate of qualification from the Board of Examiners of candidates for grammar school masterhips, attendance before the Board will not be necessary hereafter.

#### TEACHERS' EXAMINATIONS BY COUNTY BOARDS.

It has been intimated to the Department that the same printed questions which are used by some County Boards in the examination of common school teachers, are sometimes changed only once

in two years. We regret to hear that such a practice has been followed in any instance, and would desire to call attention to it in order to suggest its discontinuance. To use the same questions at two different examinations, would be exceedingly unfair to the first candidates who might attend the Board, as in the long intervals of the sittings of the Board the succeeding candidates could prepare answers at their leisure, and thus apparently pass a much more creditable examination than their predecessors, although, in point of fact, their attainments might be decidedly inferior.

#### SCHOOL PRIZES IN THE TRENT DIVISION.

We had expected, ere this, to have received from Thomas S. Agar, Esq., Local Superintendent of the North Riding of the County of Hastings, an account of the recent series of school celebrations and competitions for prizes in the several townships in the county. These prizes have been procured from the Department through the public spirited liberality of the Honourable Billa Flint, member for the division, who has evinced the greatest possible interest in the success of this admirable plan of promoting a healthy emulation among the schools in his division, and of gratifying and rewarding the successful pupils of each township.

#### TEACHERS' ASSOCIATION FOR UPPER CANADA.

We regret being unable to insert, in this number of the *Journal*, an account of the proceedings of the late meeting of the Teachers' Association for Upper Canada, which is in type—together with some papers on kindred subjects.

#### USE OF AMERICAN GEOGRAPHIES ILLEGAL.

According to previous notice, the Council of Public Instruction has withdrawn its sanction to the use of Morse's Geography in any of the public schools of Upper Canada. Hereafter it will not be lawful (after the copies now in actual use in any school are worn out) to use either Morse's or any other American geography in either the Grammar or Common Schools of Upper Canada. A violation of this order in any case will render liable the school concerned to the loss of its share in the Grammar School Fund or Legislative School grant, as the case may be.

#### BOOKS APPROVED BY THE COUNCIL OF PUBLIC INSTRUCTION FOR USE IN THE SCHOOLS OF UPPER CANADA.

The following books, published in Canada, have been approved and recommended by the Council of Public Instruction for use in the Grammar and Common Schools of Upper Canada:—

Sangster's National Arithmetic, in Theory and Practice, adapted to the Decimal Currency.

Sangster's Elementary Arithmetic, in Decimal Currency.

Sangster's Elementary Treatise on Algebra.

Lovell's General Geography; by J. George Hodgins, LL.B.

Easy Lessons in General Geography; by ditto.

School History of Canada and the other British North American Provinces; by ditto.

#### ADAM MILLER'S CHEAP SCHOOL BOOKS.

**B**ULLION'S Analytical and Practical English Grammar, 50 cents. Introduction to ditto, 25 cents. Stoddard's Juvenile Mental Arithmetic, 13 cents. Stoddard's American Intellectual Arithmetic, 20 cents.

Lovell's Series of School Books. The National Series. Stationery of every description. A liberal discount allowed to teachers.

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# JOURNAL OF



# EDUCATION,

Upper

Canada.

VOL. XVIII.

TORONTO: OCTOBER, 1865.

No. 10.

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## TEACHERS' ASSOCIATIONS AND THE PROFESSION IN UPPER CANADA.

In this number of the *Journal* we insert an account of the proceedings of the late Teachers' Association for Upper Canada, deferred from last month. We also insert other papers on kindred subjects, indicative of the increased importance and vitality of the profession of teaching in this province. We are glad to see that the teachers of the country are thus aiming to elevate the character of their own profession; and we sincerely trust that no mere desire to theorise or to deal with practical questions in a narrow or impractical spirit will induce them to risk the popularity and influence which, as a body, they are gradually acquiring. Not only have the standards of the profession been gradually raised in the Normal School, under the able management of its instructors, but the various County Boards of Public Instruction have also sought to keep pace with the requirements of the country, and to permit none but duly qualified teachers to remain in the position of a teacher in our Common Schools. The new Grammar School Amendment Act has further declared that, with the exception of the masters now engaged in the schools, none but those who have received a University education shall hereafter be employed as Head Masters of Grammar Schools.

It must also be a matter of satisfaction to the masters and teachers of the Grammar and Common Schools to notice that some of the recent changes affecting their profession, which have been made through the agency of the Department of Public Instruction, are calculated to promote their interests and to advance the status of their profession. One of these changes re-

lates to the right which has been conferred upon the teacher to devote a school week in each year, at his option, to visit other schools, and to note the modes of teaching and methods of organization and discipline pursued therein, so as to compare them with their own, and to gather experience from them. Another change provides a summary, and as experience shows, a satisfactory method for head masters of Grammar Schools and teachers of Common Schools in cities, towns, and incorporated villages, of settling all disputes with trustees in regard to salary or any other such matters. Other changes beneficial to the masters and teachers, in regard to remuneration and permanency of employment, have been made, or are in contemplation. In the administration of the school law, and in the columns of this journal, the aim of the Department has been to maintain the authority and just claims of the teacher on the one hand, and on the other, to impress upon him the importance and responsibility of his position, and the reasonableness of the claims which the trustees have upon him to honourably and faithfully perform his duty in the school-room, and thus aid them in their gratuitous performance of an arduous and often thankless task on behalf of the public.

We note with pleasure the number of County, Circuit, and Township Associations which the teachers have established in various parts of the Province. In this number we have inserted, as we usually do, such reports of their proceedings as we have been able to select from local papers. It is satisfactory to observe the practical character of these Associations; and the nature of the papers read and discussions which take place in them on various subjects relating to the profession of teaching and kindred topics. We also insert from time to time, such extracts from these papers or discussions as we deem may best promote the objects the Department has in view in the publication of this *Journal*. We shall also be glad to insert, as heretofore, any communications from Teachers relating to educational subjects which may be interesting or instructive in their character.

It is much to be regretted that teachers generally on their part have not thus far, by their subscriptions, responded to the liberality of the legislature in providing for them a superannuation fund. On this subject we shall not say anything further at present, but simply direct the attention of teachers to the departmental regulations on the subject, which will be usually found on the last page of each number of this *Journal*.

## II. Papers on Teachers' Associations.

### 1. UPPER CANADA TEACHERS' ASSOCIATION.

The fifth annual session of the Upper Canada Teachers' Association was opened in the Temperance Hall, Temperance Street, in this city, on the 8th Aug. Dr. Daniel Wilson, the President of the Association, opened the proceedings of the session by prayer. The Secretary then read the roll of officers, and also the resolutions discussed at last meeting; also several letters of apology from the Institute of Central Canada, informing the Association that Mr. Thorburn and Mr. Richard Phillips were a delegation from that Association; a letter from Rev. Dr. McCaul, regretting his inability to be present; from the Teachers' Associations of the counties of Durham and Brant, in reference to resolutions to be brought before the Association; from Hon. W. F. McMaster, Rev. Dr. Willis, and Prof. Young, regretting that circumstances will not allow of their addressing the Association, as they had been invited to do. Mr. R. Alexander, of Newmarket, appointed at last meeting of the Association as a delegate to represent Canada at the sixth annual meeting of the Teachers' Association of the United States, held at Ogdensburg, was called upon, and read a somewhat lengthy report of his visit and of the proceedings of that Association. With reference to the order of proceedings in the Association, he could only report one feature as in advance of their own method of doing business, and that was, that a paper was there read by some member upon each subject discussed, as an opening of the discussion. At the afternoon session, Dr. Wilson delivered the following address:—The gratifying duty again devolves on me, as your President, of welcoming the friends of education to this, the 5th Annual Convention of the Teachers of Upper Canada. Young as our educational system is; young, indeed, as is the country for which it is provided, it may be questioned if we are not to blame for undue tardiness, rather than for an excess of zeal, in thus seeking to organize the teachers of Canada into a deliberative body, for the consideration of all questions affecting their profession. Certain it is, at any rate, that the time is fully ripe for such conjoint action; and it affords me no slight pleasure to be able to congratulate the members of this Association on the evidence of its growing strength and efficiency as an adjunct of our comprehensive educational system.

"The training and acquirements of teachers; the selection and sanctioning of text books; the apportionment of school funds; the organization of union, model, and central high schools; and the powers vested in superintendents, inspectors, and trustees—these and many similar questions are annually brought under the consideration of city, county, or provincial boards; or submitted anew to the Legislative Assembly of the Province. Deeply as each one of you is interested in such questions, your individual opinion can carry little weight; but it is scarcely possible to over-estimate your influence as a united body; and I trust the time is not far distant when every teacher of Upper Canada will consider it his duty no less than his privilege to be a member of this association. With hearty co-operation on the part of all, and your deliberations conducted with the prudence and wisdom becoming an assembly of educated men, your decisions cannot fail to carry weight, and to influence the future course of legislative action. Union is the source of strength throughout the whole social fabric. National and friendly Societies, Boards of Trade, Agricultural Associations, and other kindred organizations, suffice to show how thoroughly this is recognized in every sphere of life; but no class of men stands so much in need of it as your own. The duties of your profession keep you apart. Your battles are fought and your triumphs achieved single-handed; and too frequently, when the best interests of the profession are brought in jeopardy, by some overbearing official, or mercenary Board of Trustees, the victim succumbs to their injustice without even a consciousness of sympathy, much less with the hearty support of his brethren. Every teacher, moreover, experiences difficulties in the progress of his work; and the more thoroughly he is gifted with all the natural and acquired requisites of a good teacher, the more frequently will he find his practice fall short of the high standard of excellency which his mind had conceived. But gathered thus in annual convention, such difficulties are the very vantage ground for future progress. "As iron sharpeneth iron, so man sharpeneth the countenance of his friend." The difficulties which have impeded his solitude will here furnish a basis for useful discussion; elicit the accumulated knowledge derived from varied experience; and stimulate the indolent and indifferent to a sense of virtuous shame at their own self-complacent ease.

"The members of our profession occupy a peculiar position in every state of society; but nowhere more so than in a young community like this. Isolated and apart, each of you has been absor-

bed in his special duties since last we met here for mutual council; not forgetful, I will believe, of the great issues which your duties involve. As teachers of youth, it is scarcely possible for us to exaggerate our responsibilities. With the young and impressible mind spread out before us, as a pure tablet on which we may write what we will; to us especially must the Divine maxim come home with peculiar force, that "for every idle word we must give an account." Education is not merely that which is derived from the text books which Councils of Public Instruction or University Senates may authorize. It is daily and hourly progressing amid all the impressions which the susceptible mind of youth derives through every gateway of knowledge which the senses supply. The courtesy of the gentleman and the high principle of the Christian teach by every word and action; and no one is thoroughly qualified for his high calling as the instructor of the rising generation who does not superadd to all else that school inspectors, trustees, or professors may certify of him, the indispensable requisites of the Christian gentleman. Courtesy, and that high principle which is derived from the religion of the heart, smooth a thousand difficulties in the school-room; and, daily exhibited there, give a tone to its social life, of far more real value than much that is dwelt upon by modern educationists, as foremost among the essential acquirements of youth.

The young mind may be compared to a calm, pellucid stream which reflects alike the sunshine and the shadow, and derives all its colour from the objects that surrounded it. How much then does it become the teacher to guard that pure mirror from being clouded by the storms of passion, or defaced with the soil of impurity.

"The personal influence of a conscientious teacher, unconsciously operating in every word of encouragement or reproof, trains the youthful mind to yield to generous impulses, and develops into healthful activity the moral principles, without which mere intellectual culture may be a curse instead of a blessing. I feel as though I owed an apology to you for dwelling on ideas so trite, and, as I may presume, familiar to you all. Nevertheless, I could name masters who have fallen under my own observation, of cultivated minds, and gifted with many special requirements of the teacher, who mar all their work by the lack of that genial courtesy which is the very life and sunshine of the school-room.

"During a recent visit to Boston, I was deeply interested in the discussion with Dr. Howe—so well known to all as the teacher of the remarkable blind and deaf mute, Laura Bridgeman—on the condition and prospects of the coloured population of Canada. The influence of the prejudices of caste, especially in the school-room, was freely debated, in reference to Canadian and New England schools. "But, after all," he added, "I must confess much seemed to me, during my visit to Canada, to depend with you on the personal feeling of the teacher. Where he contemptuously designated his coloured pupils as niggers, his prejudices found a responsive echo in every unreasoning little aristocrat. But," he added, "whereas in the chief school in Hamilton, its excellent teacher, Mr. Macallum, recognized no other difference in the coloured child than that which called for a greater exercise of tender courtesy and help, to lift him up from his degradation to the common birthright of humanity, the effect was conspicuous in the friendly rivalry of white and black children in all the emulations of the school and the play-ground."

No better illustration could be found of that undesigned and unconscious education which we are daily communicating in the school-room or the college-hall. Yet what education can be more important than that on which may depend the social relations of diverse sections of the community? Sectarian jealousies, prejudices of race, of caste, or creed; elements of disunion that go far to counteract the healthful working of our free institutions; may all be fostered by the idle words of a rancorous partizan, or softened and eradicated by the gentle courtesies of a sincere Christian, undesignedly exhibited day by day in the intercourse even with children of tender years.

Let the consciousness of such far-reaching influences stimulate and encourage the humblest member of our profession in his arduous and often ill-requited task. Some of you gather here to aid in our common deliberations, from the log-house or homely frame-building of our remotest clearings, where savage haunted wastes are being reclaimed to the service of civilization, and where by the wise providence of our national system, you are called to cast in the first seeds into the intellectual soil; to claim the infant mind as a heritage of that civilization of the future; and amid many privations and difficulties, are inaugurating that education of the new generation which is the indispensable basis of the well-being of a free people. I may confess now, after a sojourn of twelve years has made me a thorough Canadian; that the memory of many loved friends, and the charms of Edinburgh's unrivalled social circles, long held me back from a complete naturalization in my new-

world home. Death, alas, has severed fond ties, which nothing but death could sever. But the first thing that enabled me thoroughly to identify myself with my adopted country, was the consciousness that as a teacher in one of its chief educational institutions, I am privileged to bear a part, however humble, in moulding the destinies of a young nation, and influencing the thoughts of the coming time. Let the consciousness of this stimulate us all nobly to fulfil to the utmost our noble trust. We are as the crew of a stately ship in mid-ocean. Each has his appointed work; and no one can forsake his post or neglect his duty, without retarding the voyage, and imperilling the hopes of reaching its still distant haven.

Amid the numerous schools and ancient seats of learning, and all the appliances of letters and science in the mother country, the fortunate possessor of a well-endowed college fellowship, or scholastic sinecure, may haply make its acquisition the passport to dignified idleness, like the luxurious cabin passenger in the ocean ship. But while some of you are the representatives of the remotest of our clearings, in others I recognize those who are honoured with the trust of grammar schools and other seminaries in some of the chief centres of industrial enterprise; and who I doubt not, find a pleasant relaxation in thus resorting to this educational metropolis, where already your pupils have distinguished themselves in a higher academic career, and made you sharers in their hard-won honours, by the evidence thereby afforded of your ability and zeal. The years in which I have been privileged to bear a part in the furtherance of education in Canada, brief though they have been, have already sufficed to indicate the rapid progress of our Grammar Schools, in the number of their pupils that now annually offer themselves as candidates for the highest honours and prizes of the University. The period has altogether passed away when Upper Canada College was considered the sole avenue to University honours; and this not by any lowering of the efficiency of that valued provincial institution, but by the elevation of one after another of the Grammar Schools, under the guidance of zealous and efficient teachers, to a status which enables them to enter into honourable rivalry with it; and year by year to carry off an ever increasing number of the coveted awards. And this recalls us to the all-important truth that the school system is nothing without its staff of teachers. Whatever tends to secure for the teaching profession a fair share of the best talent in the country, be it a juster appreciation by parents, Trustees, and Municipal Councils, of its important functions; the opening up of new avenues to professional distinction; or the most practical of all stimulants, an adequate increase in its emoluments—the result cannot fail to react beneficially on the system. Under the worst system an able, zealous teacher will triumph; under the best one an idle and inefficient one will fail. And on this account I hail the reassembling of this convention with the highest hopes of benefit to result from it. All of you must be conscious of the influence of that isolation which is the inevitable accompaniment of your professional duties; and all, therefore I conceive, must be glad to avail yourselves of this opportunity of comparing the results of your experience, and interchanging views on many practical questions of education. It is impossible that so numerous a body, scattered throughout the school sections of this Province, can fail to discover many things connected with the daily round of duties in the class-room, as well as with the general working of the school system, which admit of improvement. Every good teacher, moreover, is a no less diligent student, always learning, advancing, improving upon the past; ever keenly alive to his own deficiencies, and setting before himself a goal of perfection, which, if it be unattainable, is, at least, a generous stimulus towards the achievement of many attainable excellencies. No error is greater than that which assumes that a mere rudimentary knowledge is sufficient for him who has only to teach the rudiments of knowledge. The amplest stores of a richly-cultivated mind are never in excess; while the modesty which is the inevitable accompaniment of liberal culture, carries with it a lesson invaluable to the pupil; like that which Newton still speaks to every student of science, in the memorable words uttered by him towards the close of his life:—"I know not what I may appear to the world; but to myself I seem to have been only like a boy playing on the sea-shore, and diverting myself in now and then finding a smoother pebble or prettier shell than ordinary, whilst the great ocean of truth lay undiscovered before me."

A further stimulus to the constant increase of our stores of knowledge lies in the implicit faith with which the ingenuous youthful inquirer receives all that we communicate; and in this respect the country schoolmaster not unfrequently finds that such reliance on his opinions is by no means limited to the rising generation. Here, as well as in some older countries, his lot is often cast amid a simple rustic community to whom his opinion is law on all questions lying beyond the range of their knowledge and experience. We can still recognize, I imagine, not a few touches from a life familiar to our-

selves, in the gentle irony blended by Goldsmith, with his picturings of his own youthful memories, where

"In his noisy mansion, skilled to rule,  
The village master taught his little school."

Such wisely skilled scholastic rulers are not altogether of the past; nor has our new-born school system so pervaded and leavened the community that it may not still be told of some Canadian preceptor by the scholar or the poet he has trained:—

"Yet was he kind, or if sincere in aught,  
The love he bore to learning was in fault;  
The village all declared how much he knew,  
'Twas certain he could write, and cypher too;  
Lands he could measure, terms and tides presage,  
And e'en the story ran that he could gauge.  
In arguing, too the parson owned his skill;  
For e'en though vanquished he could argue still;  
While words of learned length, and thundering sound,  
Amazed the gazing rustics ranged around,  
And still they gazed, and still the wonder grew,  
That one small head could carry all he knew!"

Yet when we consider that the generation has not yet passed away, which witnessed the opening of the first Common School in Upper Canada, it is no insignificant fact to remember that—without noting our, perhaps, too numerous Grammar Schools—there are now, including 147 Roman Catholic Separate Schools, 4,224 Common Schools in this Western Province; and that, through their influence, in many an outlying township and remote clearing, the teacher is a centre of light to the little community; and the minister of intellectual emulation and growing knowledge to those on whom are hereafter to devolve all the duties and responsibilities of a free people, and in whose hands the destinies of the Province must rest.

Much yet remains to be accomplished. But no one can look around him on the costly edifices and well-organized machinery devoted to educational purposes, with ungrudging liberality by a young and struggling community, without feeling that the people have done their part, and proved themselves worthy of the good old stock of mother England. When, indeed, it is considered that all this has been the work of a single generation, we might be pardoned if we look back at times with feelings akin to envy on the noble educational endowments which the mother country inherits from the pious liberality of many generations. Nor is their wealth their only enviable attribute.

From this distant Province of the empire many of us revert with loving memories to her ancient seats of learning, and all of us can estimate the worth of such schools as Cambridge, wealthy in rich endowments, but how much wealthier in the memory of such sons as him I have already referred to, on whose monument, in his own College Chapel, are inscribed the memorable words: "Let mortals congratulate themselves that there has existed such and so great an honour of the human race;"—or of Oxford nursing the accumulated largess of generations reaching back to Saxon times, to which one of the most gifted of English statesmen, the present Chancellor of the Exchequer, has recently paid the discriminating reverence of his filial reverence, at the termination of his political relations with the University, where his mind received its early culture and much of its peculiar bias. "My heart's prayer," he exclaims, "is that her future may be as glorious as her past, and yet more glorious still. But if it is to be so, that result must be brought about by enlarging her borders; by opening her doors; by invigorating her powers; by endeavouring to rise to the height of that vocation with which I believe it has pleased the Almighty to endow her. That, as in other times, the Universities of the land, and Oxford the first of them, led the mind and thought of the country on the path of improvement, so now they may still prove worthy of that high office."

The noble vocation thus ascribed to England's educational institutions is not less fitly applicable, as an exhortation to duty to each one of us, summoning us as the teachers of this Province to lead the mind and thought of this country ever onward into higher and nobler paths of improvement. If industry and zeal for the accumulation of wealth absorbs all other energies, let us the more earnestly show forth the value of intellectual riches, and guard the precious treasure of moral worth from contamination and debasement, amid the dust and turmoil of this working-day world.

But while tempted to envy England her ancient and wealthy foundations of learning, with teachers and students alike provided with all that wealth can supply to facilitate the highest intellectual acquisitions, we are recalled by the remarks of Mr. Gladstone, to a consideration of advantages peculiar to our own position, as the pioneers of learning in a new country. We have indeed no glorious memoirs of an ancient past, such as linger around the halls where a Chaucer, a Spenser, a Sedgewick and a Milton a Bacon a Locke



and a Newton, gathered the first gleanings of so rich a harvest. But, also, we inherit with them no obsolete shackles and time-honoured abuses, to trammel us in our course. The borders of our educational system require only to be guarded from insidious encroachments, and protected from the well-meant but mischievous zeal of those who would engraft upon this free growth of the nineteenth century, the obsolete tests, and archaic or sectarian offshoots of long-buried generations. Our best inheritance from the past is its experience. We have prejudices and sectarian barriers enough of our own, without seeking to lay upon ourselves a yoke which our fathers found it hard enough to bear.

Nor is it in that direction only that we are untrammelled with the prejudices, no less than with the endowments of a venerable past. It is impossible to study the recent report of the commission appointed to inquire into the condition of the great public schools of England, without perceiving that, along with noble legacies, they also inherit not a few of the cobwebs and the rust of antiquity. The generous spirit of loving veneration enkindled in their classic shades, finds expression in many a tender reminiscence; as when the poet Gray, looking forth on Erin's "antique towers," exclaims:—

"Ah, happy hills! ah, pleasing shade!  
Ah, fields below'd in vain!  
Where once my careless childhood strayed,  
A stranger yet to pain."

Or where Wordsworth apostrophises:—

"The sacred nurseries of blooming youth,  
In whose Collegiate shelter England's Flowers  
Expand, enjoying through their vernal hours  
The air of liberty, the light of truth."

And reverts to the time when he paced the long avenue, or roamed by the Cam:—

"An eager Novice robed in flattering gown."

But when we turn from those fond reminiscences—which awaken a kindred response in all who have been privileged to enjoy in youth the fostering care of such an *Alma Mater*—and substitute for them the prosaic utterances of Sons of Eton and Oxford addressed to the commission of enquiry, we strangely reverse the picture. Obsolete features of a system devised for a totally different state of society, are sacred in their eyes as the Geese of the Roman Capitol; and even the cumbrous furniture and incongruous vestments inherited by public schools of England from ages which introduced them—not as antiquarian relics, but with every purpose of practical utility—are guarded from improvement as akin to impiety and sacrilege. It is impossible to look on such manifestations of unreasoning conservatism, thus clinging to worn out legacies of the past all the more passionately because of their utter inaptitude to the wants of the living age, without feeling that in our unshackled freedom we enjoy some compensation for our poverty, and can turn our limited resources to the best account, if we but have the wisdom, as we have the will to do it.

Let us then—while gratefully remembering all that we inherit from those ancient seats of learning on which England looks with loving pride, and all that they are still accomplishing for the progress of scholarship and science—retain a just estimate of the advantages we enjoy in this favoured Province of the same great Empire. Still more let us not fail to appreciate our own responsibilities, entrusted as we are with the sowing of the first seeds of knowledge in the virgin soil of this young country. The destinies of a great future are in our hands. We are privileged to form and fashion as it were, the young giant's limbs; and if it be a true figure of speech that "as the twig is bent, the tree inclines," we are now setting influences in motion, which will operate, not years only, but centuries after we are returned to dust. The minds of the rising generation are in your hands as clay in the hands of the potter. Your lessons stamp their impress on each. Your teachings are no idle words; but impulses pregnant with good or evil—far-reaching and comprehensive as time itself; for

"Words are things; and a small drop of ink,  
Falling like dew upon a thought, produces  
That which makes thousands, perhaps millions think."

But you have now left behind you for a brief period, the school-room and its responsible duties; and assemble here as a deliberative body, uniting in your collective capacity much of the best educational experience of the Province. Important questions are to be submitted to you, with the result, I doubt not, alike of pleasure and profit to all in the free interchange of opinions. It cannot fail to be the case that differences of views will arise between those with whom the modifications of our school system originate, and you who are required to carry these ideas into practical operation. Under any system this must be the case, and especially is it to be

looked for as inevitable in one of so recent development, and wrought out amid a people hewing out new homes for themselves from the virgin forest. But in such opportunities of friendly intercourse and exchange of thought as your annual conventions supply, lies one important means for turning this diversity of sentiment to practical account.

Important changes, for example, are now in contemplation in reference to the apportionment of the Grammar School fund. The proper source and value of certificates, Provincial or otherwise, for teachers, is under review. More than one influence is at work tending to awaken renewed attention to the demand for greater facilities for the higher education of girls throughout the Province; and here at least, and probably in other large cities, the question of what is to be done with our young pariah population, is forced upon us with an imperativeness that cannot long be resisted. Our Common Schools are free. The education they offer is the passport to future success in life; and yet hundreds of our city children roam idly through the streets, heedless of the inestimable advantages placed within their reach, training too frequently in vice and crime, candidates for the gaol, the penitentiary, and the gallows. Have we then done all our duty to these wretched children in opening schools, the value of which they cannot appreciate, and which their dissolute and criminal parents regard with indifference or contempt?

Is it not a wrong done to the community to allow a child thus to be trained in our midst in ignorance and crime, to grow up to inherit the privileges of a freeman, and yet wholly incapable of exercising them except for evil? We may doom that child to a police-cell or the dungeon of a gaol; and it is a melancholy fact to see how many children of tender years annually expiate their first petty crimes in this manner, and are thus, as it were, indentured to a life of shame. We may employ the constable, the gaoler, ay, even the hangman, to do his wretched work on these children fashioned in the image of God, and born to the inheritance of a freedom as ample as any people ever enjoyed. It is incompatible with our duty; is it not even urged upon us by every motive of interest and self-defence, to employ a like compulsion while it is still time, and train these infants while yet they can scarcely discriminate between right and wrong, into cultured, virtuous, God-fearing members of society, rather than abandon them, like noxious weeds, to grow up as pests of the community; and swell the charges of our criminal expenditure to an amount that might endow with scholarships every Grammar School in the Province.

Those are some of the questions calling for your earnest deliberation, and others no less interesting to you in a professional point of view will be immediately brought under your notice in the reports of the committees appointed at last meeting. I commend them to your consideration; and trust that in all your deliberations, you will be under the guidance of the Great Teacher; and so directed that you may be able to develop the educational resources of this Province into a system adequate for the training of a loyal, an intelligent, and a happy people, for the full enjoyment of all the blessings we inherit. And if it be, that in the fulness of time, England, the ark of Europe's liberties, is destined to become the mother of nations, where she has already peopled new worlds with her sons, may it be your proud distinction to have imbued the minds of those who are to work out the destinies of their country, with refined culture and high-toned christian principles, that as it widens its boundaries, pressing westward in the path of the setting sun, it may find its fittest emblem in the glory and beauty of that western sky.

The address was received, at various points and upon conclusion, with loud applause.

*Treasurer's Report.*—J. B. McGann, Esq., the Treasurer, presented his report, showing a balance on hand of \$136 46.

*Arbitrations.*—Mr. McMurchie, from the committee appointed at last session to report upon arbitrations between teachers and trustees, presented the report of that Committee, recommending that instead of the local superintendent being always the third arbitrator, the two arbitrators first chosen be empowered to agree upon any third party. He moved the adoption of the report. Mr. R. Lewis, on behalf of the Committee, explained the reasons which led them to the conclusion reported. The principal reason was, that the local superintendents were generally established in their neighbourhoods, while teachers were often changed, and hence the tendency was found to be to side with the locality against the teacher. Mr. T. G. Chestnut said that the committee were not unanimous in the sentiment expressed by Mr. Lewis. At all events the views of the committee did not take so general a range. Their desire was simply to allow freedom of choice on the part of the arbitrator. In some cases the local superintendent had already expressed himself as to the merits of the case, rendering him an improper party to be chosen. Mr. C. McCarty, who seconded the adoption of the report, remarked that he did so because he felt it was often of importance

that the superintendent should not be mixed up with difficulties that would bring him into conflict with a portion of the people, and thus impair his influence. Mr. Cameron said the local superintendents were hired by the trustees, and that therefore it was not natural to suppose that they would decide contrary to the views of their employers. Dr. Gillespie said the reasoning so far had not been upon that inductive system upon which their school-teaching was based. No illustrations of the unsatisfactory working of the law had been given. In his portion of the country he had not known an instance in which the superintendents had not decided in favour of the teacher. They decided with the utmost partiality. Mr. Dickson moved in amendment that the law be allowed to remain as at present. Amendment carried.

**Constitution and By-laws.**—Mr. T. G. Chestnut brought up a long report from the committee appointed to revise the constitution and by-laws, recommending a number of amendments. The report was taken up for discussion, clause by clause, and a number of further amendments adopted.

Mr. Alexander moved "That in the second clause the words, 'The Teachers' Convention of Canada West,' be struck out, and the words, 'The Teachers' Convention of Upper Canada,' inserted."—Carried.

Considerable discussion ensued, and several amendments carried, one of which was that ladies be admitted members of the Association by signing the Constitution—no fees to be paid.

On motion of Mr. Alexander, the report, as amended, was referred back to the committee to make the necessary alterations.

**Rev. Dr. Ryerson's Address.**—The convention re-assembled at eight o'clock, when the President introduced to the meeting the Rev. E. Ryerson, D.D., who delivered an address upon the subject of the relations between school teachers and trustees, and other educational matters. He said he had not had time to put together any notes, having been occupied since six o'clock in the morning in examining and admitting new students to the Normal School. He had had the pleasure, as well as the labour, of admitting that day over 100 additional students, which was 30 more than he ever admitted in one day before. The relation between teacher and trustees, in Canada, was one of mutual dependence, which was the best possible position for both of them, as it was for all classes of society. It was not only impracticable but inconsistent with the spirit of the nineteenth century, to establish a system by which teachers would be totally dependent upon the trustees. Not only was it now a relation of mutual dependence, but of mutual obligation. Any teacher who allowed his talents, his best thoughts and energies, to be engaged and exhausted in an outside occupation, was faithless, and could not be otherwise, to the calling in which he was engaged. On the other hand, those trustees were unfaithful to their obligations, who interfered with the teacher in the use of his own best means for promoting the education of those placed under his charge, or who looked upon his calling with contempt. The relation should be one of mutual interest, mutual dignity, mutual effort, and a mutual affection. There was no engagement between contractors, in any trade or profession where the relations should be so intimate and free as those between school teachers and trustees. The injury which trustees inflicted upon a teacher in holding him in light estimation, was small in comparison to the injury inflicted upon his own or his neighbours' children by such a course. Charity should be found in every action. Whatever might be the culture of the intellect, apart from a proper cultivation of the heart, it could have little good effect upon society. Above all others, the teacher needed to have the warmest affectionate feelings, otherwise there was none of that magnetic power in him to attract and improve the young hearts and heads placed under his care. The principle of love was one that connected man with heaven, and it was the only principle that could exercise any very beneficial influence in the school-room. Teachers who had this principle well developed in their minds would wield an influence which those of the highest intellectual attainments could not approach, not only over the children, but over the entire neighbourhood. Great complaints were made in Canada of the frequent changing of teachers, but there were a number of teachers in Canada who had kept the same school for upwards of 20 and even 30 years. The matter was very much in their own hands. By shewing themselves valuable to the community their services would not be dispensed with for a light consideration. The relations between teacher and trustees had been legally defined by Act of Parliament, however, with tolerable accuracy. The teacher had the same authority over the children within the four walls of the school that the parent at home had over his children, and no man had the right to say why doest thou so, so long as no outrage upon society was committed. The trustees had no power to order a pupil to be put in this class or that. But it was proper that the teacher should hold his authority in all kindness, and be ready to grant every indulgence which was not inconsistent with the efficiency of his school. In all cases referred

for his (the Superintendent's) decision, he had clearly pointed out the rights of the teacher, and insisted upon their being recognized. There was a provision in the Canadian school law, introduced by him, not found in any other country that he was aware of, and that was, that if the trustees dismissed a teacher and did not pay him, he could collect his salary for the whole period after his dismissal until he was paid. That provision had worked most excellently. (Applause.) There were some amendments yet required to the school law. The original object of the grammar schools was to afford a classical education, but they had degenerated by their conductors allowing rudimentary instructions in English, into a mongrel affair, and wealthy people now used many of them for the education of their children in the English alphabet, while the common schools were being left to the children of the poorer classes. It was never the design of the law to permit the teaching of anything but the higher branches of English, to the exclusion of rudimentary or common school branches. As to the apportionment of the Grammar School fund, it was always distributed in the same manner as the common school moneys, although the regulations upon the subject had only recently been published. There were some grammar schools which had no classical pupils at all, and yet some of these schools had reported an average attendance of from 23 to 25 classical pupils per annum, and had drawn grammar school moneys accordingly. This had been brought to light by the system of inspection of the grammar schools, which had recently been adopted, and henceforth no pupil would be counted who was not reported by the Inspector as being engaged in classical studies. He had got an addition of \$4,000 from the Government for the support of grammar schools, but instead of its promoting the efficiency of the schools, it had been applied to the establishment of two or three new starveling little grammar schools in nearly every county. (Laughter.) Hereafter, no new school would be permitted unless there was a surplus of at least \$300 for the purpose. Another improvement he had in view was the abolition of school sections, and having township boards take their place, so that there could be that larger control which worked so well in towns and cities. A teacher would then have a chance of transfer from one locality to another within the same township if he unfortunately got into local difficulties, so long as he had the confidence of his employers. In conclusion, he assured the Association that though he deemed it better that he should not be present during their deliberations, he nevertheless felt a very great interest in their proceedings, and had their interests sincerely at heart in everything he undertook with reference to the schools. The doctor sat down amid loud and continued applause.

Mr. Dixon, seconded by Mr. McGann, moved a cordial vote of thanks to the Chief Superintendent of Education for his kindness in addressing them, which was enthusiastically voted, and tendered by Professor Wilson, in a very kind and appropriate address, for which the Superintendent returned due acknowledgment.

**Grammar School Fund.**—Mr. J. B. Dixon, of Colborne, opened the discussion by moving "That the thanks of this Association are due, and are hereby tendered to the Council of Public Instruction, for revising and simplifying the programme of studies in the Grammar Schools of Upper Canada, and for adopting the rules which are published in the April number of the *Journal of Education*." He said that they had heard from the Chief Superintendent that pupils were allowed in the Grammar Schools who did not yet know the rudiments of English, which was an ample justification of the course pursued by the Council of Public Instruction. Mr. Thorburn, of Ottawa, in rising, said that he was there as a representative of the Teachers' Association of Central Canada, an institution which was organized in no spirit of rivalry to this. When he saw those new regulations in reference to the Grammar Schools, he was inclined to object to them, but since he came here and had conversed with the Superintendent and others, he had seen the necessity of some such action. He believed, however, that in England and Scotland the feeling had been gaining ground that too much attention was being paid to the dead languages, and too little to practical subjects, calculated to fit the pupils for their future pursuits in life. He seconded the resolution. Rev. Mr. Blair, of Bowmanville, said he thought very little discussion was needed upon the subject after the facts given them by the Chief Superintendent, the previous evening. Mr. Chestnut suggested that perhaps the meeting would like to hear a few words from the Rev. Mr. Young, the inspector. Inspector Young then arose, and proceeded to say that he fully agreed with the resolution that had been offered; because he had discovered many abuses existing in several of the Grammar Schools. In many of them he had learned that none of the pupils were in Greek, nor Latin, nor Euclid, nor English Grammar. (Laughter.) This, he contended, was a fraud upon the country, and should be put a stop to. Common Schools should do the work of Common Schools, and Grammar Schools should be strictly confined to instructing pupils in the study of the classical education. He was

glad to see that Dr. Ryerson was in favour of placing proper teachers in those schools, to pay them well, and to make them responsible for the education of all those under their charge. Mr. James Hodgson, of Welland, held that Grammar Schools should not be closed to young gentlemen who wished to enter to perfect themselves in the higher branches of English. The closing of the doors to those desirous of perfecting themselves in English, he contended, was contrary to the statute. He knew that in taking that position he was taking delicate ground, as he admitted that the Inspector and the Chief Superintendent possessed great influence; but if the duties of the Chief Superintendent had been properly performed, many of the Grammar Schools at present in operation would not exist. As a matter of course, the Inspector had certified to the number of pupils attending the schools, and pupils were returned as studying the classics, who were, properly, only in English. If, however, the spirit of the resolution were carried out, great injury would be inflicted upon the community, because if none but those who were prepared to study classics were admitted, the Grammar Schools might as well be closed altogether. He agreed with that part of the resolution which referred to raising the position of the Grammar Schools. Rev. Mr. Young said with a regard to the verification, he would have to take it for granted that the master had made out his register correctly, unless he knew to the contrary. For instance, in examining some of the rolls a short time ago, he found a number of pupils returned as studying Latin and Greek, that his notes taken during the quarter, in the school-room, showed not to have been studying those branches at all. He corresponded with those teachers, and found they had made a slight mistake—not intentional, of course. (Laughter.) This was an example of a large class of similar errors he had already been successful in discovering. Dr. Gillespie, of Picton, said if the inspection were carried into Common Schools in the same way, it would be found that ulcers would be discovered there as well as in connection with the higher schools. The Grammar School teachers had had a hard time of it to get a living, and the attendance of a number of Common School pupils was a great help to them. Without the assistance derived from this class of pupils, many localities would be deprived of the usefulness of a Grammar School in their neighbourhoods. Mr. Duncan McNaughton, of Amherstburg, spoke in favour of offering a stimulus to Grammar School teachers, in advancing the education of their pupils. This was the proper way of raising the character of Grammar Schools. Mr. Gossline contended that the Grammar Schools should be compelled to teach the classics only, and allow the Common Schools to perform their own work, as the teachers employed were capable of teaching all the branches of an English education. If the Grammar Schools were permitted to take away the larger boys from the Common Schools, the latter would sink to the level of third-class schools. Mr. Frisby supported the views of the last speaker. Mr. Dixon, in the afternoon, brought in the report of the committee to which the resolutions had been referred before the adjournment, which he begged to move as a resolution, as follows:—

"That the funds should be apportioned among Grammar Schools, including the Royal Grammar School, or Upper Canada College, according to average attendance and efficiency of students in all the subjects contained on the Grammar School programme, and not in classics alone; and that in order to meet the wants of those pupils who do not intend to enter any of our Universities, and yet wish to obtain a superior education, the programme should be extended so as to include therein Higher Mathematics, English Literature, and more of the Natural Sciences, and to allow those who have satisfactorily completed the 1st, 2nd, and 3rd Forms, to omit classics and take equivalents, if they prefer." Mr. McCartney seconded the resolution. Mr. T. Kirkland, of the Whitby Grammar School, moved in amendment the following resolution:—"That the programme be amended only so far as to make provision for teaching the extra subjects required to matriculate in the department of civil engineering, and pass the preliminary examination for provincial land surveyors." Mr. Hodgson was glad to know that the Chief Superintendent was willing to make alterations in, or additions to, the programme of instruction at the Grammar Schools. He did not think it was right for government money to be given to some teachers for teaching the classics, whilst others who taught the higher branches of English, not provided for in the Common School, received nothing. He hoped the day would soon come when Common School teachers would be allowed to get an education qualifying them to take Normal School certificates at the Grammar Schools. Dr. Gillespie spoke in favour of teaching ladies Latin before they entered upon the study of French, as the latter is based upon the former. Mr. McGann, who claimed to have had a thorough education in civil engineering, said that the Common School teachers could furnish more teachers of civil engineering from among their number in Canada, than those of the Grammar Schools could. Besides, they never could teach a man to be a civil engi-

neer in the school-room. He must be taken into the field, and become acquainted with the practical use of the instruments. Mr. R. Alexander, seconded by Mr. Watson, moved "That this Association, in view of the changes made in the programme of Grammar School studies, is of opinion that the education of a large number of the youths of the country will be stopped far short of what is their right, and what the welfare of the country requires—therefore, be it resolved, first, that this association is of opinion that the education of that part of the community whose preparation for the active duties of life does not require a classical training, demands special attention and encouragement at the present time, because of the recent changes in the Grammar School regulations; 2nd, that a certain portion of the school moneys for education be devoted to the establishment of schools for the higher English Mathematics and the Natural Sciences. Mr. Carlisle, of Galt, contended at some length, and with considerable force, that the amendment should be so altered as to give the advantage, if any, to the Common Schools, as a stimulus was necessary to encourage the pupils to greater diligence. Mr. McGann moved "That the previous question (the original motion) be now put." Carried. Some objection having been made to the latter part of Mr. Dixon's motion, that gentleman begged leave to withdraw all the words after the words "average attendance," which was granted. The resolution was then put and carried.

**Teachers' Associations.**—Rev. Geo. Blair moved, seconded by Rev. A. T. Campbell, "That in the interests of education, it is desirable that a more complete organization be established among the different teachers' associations throughout Upper Canada, and that with this view a committee of this association be appointed to take the necessary steps, and to correspond with the local associations." Carried. Mr. T. G. Chestnut moved that the committee to carry out the resolution be the committee on the constitution and by-laws, with the addition of Rev. Messrs. Blair and Campbell.—Carried.

**Lady Teachers.**—Mr. Chestnut also moved "That the amendment to the constitution admitting ladies free as members of the association be applied to this session. Mr. McCallum, of Hamilton, seconded the motion, which was carried.

**The Conversazione.**—The lecture-hall of the Educational Buildings was filled with teachers and their friends from the city at half-past seven, to listen to a very attractive programme of music, reading, and speeches. Of the latter, the most interesting was that of Rev. Mr. Frazer, representative of the Commissioners on Middle Class Education in England, in which he criticised Professor Wilson's address, in respect particularly to its allusions to Oxford's antiquated customs; also, some features of the school system of Canada. The interference with the book trade by the Department had been tried in England, and abandoned, and would have to be here, as a bad system. Our system of appointing local superintendents by trustees instead of by the Crown, as in England, tended to make them subservient; a better basis for distributing school moneys could be adopted; and our school teachers became such with far too little training. In England they were apprenticed as "pupil teachers" five years, sent to a training school for two years more, where they passed eight examinations by a Government inspector, and then were obliged to teach "on probation" two years in one place; after which, should the inspectors' record upon their parchment show proper progress, they got from the Government a certificate of proper qualification.

Dr. Ryerson, though not on the programme in that connection, was permitted to correct some misapprehensions that Rev. Mr. Frazer seemed to labour under. First, as to the book system, which, he said, studiously avoided the errors of that which had failed in England; secondly, as to the superintendents, all of whom were appointed by county councils and not by trustees, except in the cities and towns; thirdly, as to the distribution of school moneys being more favourable to old than newly-settled counties. As to training teachers; so thorough a system could not be worked in a new country, but he thought, nevertheless, that Canada was getting along in that respect as fast as could be expected.

**Finance.**—Mr. Wm. McCabe, from the Committee appointed to audit the Treasurer's books, reported them in a most satisfactory condition. The amount of money received during the past year had been \$209 41, made up as follows:—Balance from previous year, \$14 55; membership fees for 1864, \$161; proceedings of conversazioni of 1864, \$33 86—total, \$209 41. The expenditure had amounted to \$78 40, leaving a balance in hand of \$131 01; all of which, except about one dollar, had been placed at interest, at seven per cent., in the Toronto Permanent Building and Savings Society's Bank. The report was received and adopted.

**Central Board of Examiners.**—Mr. Dixon moved, seconded by Mr. McCabe, "That it is expedient and necessary for the advancement of education amongst us, to discontinue County and Circuit Boards of public instruction, as now constituted, to appoint Super-

intendents who have been, at least, first-class Common School teachers or Grammar School teachers, to be nominated by the County Council, and approved by the Council of public instruction for each County in Upper Canada. Three or five of such Superintendents forming a Board of Examiners to grant certificates to teachers in their respective circuits, limiting such certificates to a township or county, according to their judgment, or making them valid for the whole circuit; to require each Board to elect either annually, or otherwise, one of its members to act in their behalf in a Central Board of Examiners formed of such elective Superintendents, having power to grant Provincial certificates to such teachers as they find qualified, and who have already satisfied the local Boards of their ability to teach, and been recommended by them to the Central Board." Mr. Dixon said the system he proposed had all the good features of the Local Boards, and of the general board as now in operation. He thought all third class certificates ought to be abolished immediately. No teacher ought to be allowed to go up to the Central Board who was not found to be a superior teacher under his Local Board. His motion was proposed in no spirit of hostility to the Normal School, which could go on with its work as heretofore, and all its pupils found duly qualified would easily pass the Central Board of Examiners, the establishment of which the motion contemplated. Mr. McCabe said that if a person was to superintend any business, he ought to have a thorough knowledge of that business. That principle was recognized to the fullest extent by the resolution. The County Boards were notoriously composed of many men who knew very little about the practical requirements of the school-room. Whatever their proficiency in their own professions, as ministers of the gospel, doctors, or lawyers, it was no disparagement to them to say that they could not be such competent judges of the qualifications of teachers as persons who had enjoyed a teacher's education, or were in the daily practice of their profession. Mr. Harrison, of Thamesville, said the usual practice was for the Local Boards to appoint one of their most practical men, and leave all the drudgery to him, while they helped to decide. He did not mean to say that most examiners had not the education, but they had not the precise description of education required, and if so, were generally out of practice. Another reason why there should be a change was that the Local Examiners were allowed to grant permits to persons quite unqualified, enabling them to teach for six months without a certificate. Mr. Watson said there was great deficiency in the system of inspecting schools at present in operation. Some Superintendents got up very fine reports, and were, therefore, considered excellent officers, but he held that a man could not properly inspect a school unless he was a practical teacher. He should be able to give practical suggestions to the teachers whose schools he visited. Mr. Carlisle regretted that the resolution involved two very important subjects combined—one portion of it being in reference to County Boards, and another in relation to Local Superintendents. He thought they ought to be brought up apart from each other, and discussed separately. He thought no Central Board could thoroughly test the qualification of teachers, short of a session of several weeks, and then but imperfectly, owing to non-acquaintance with their character. Who constituted the Board of Examiners of medical men, of clergymen, and of lawyers? Were they not the most eminent doctors, theologians, and men learned in the law? Who then but the most eminent teachers in each locality should be examiners of teachers? If it was right in the one case it was right in the other. The manner in which Local Superintendents were appointed at present was most objectionable. They were appointed by county councils, very few of the members of which took any interest in ascertaining the qualifications of the applicants. The result of this system was that the Local Superintendents were seldom qualified for their duties by experience, and knowing that whether they did well or ill, their official life was to be soon ended, they gave very little attention to their duties beyond complying—and not even that at all times—with the forms or the law, so as to draw their salaries. Mr. G. Young, of the Oakwood Grammar School, said that the Local Boards often left the examination of papers to Grammar School teachers, who had no power to make any decision, and sometimes the very contrary of their recommendation was decided upon. He thought teachers who did not choose to attend the Normal School, but who had the necessary qualifications, should be allowed to obtain certificates for the whole Province from the Central Board, provided for in the resolution. Rev. Mr. Porter, seconded by Mr. R. Lewis, moved in amendment that the following resolution be substituted for the original motion:—"That in the opinion of this meeting a Provincial Board of Examiners should be appointed by the Department of Education, which shall include no individual whose pupils shall be subject to such examination, and that such Board of Examiners be alone authorized to give certificates to candidate teachers, however taught or trained." Mr. Chestnut said that they had passed a similar resolution

last year. Perhaps it would be better for Mr. Porter to move an amendment simply calling attention to the former resolution already on the minutes of the Association. Rev. Mr. Porter thought it would do no harm to pass the resolution once more. The proposer of the original resolution had spoken of the necessity as well as expediency of the change proposed. He acknowledged the expediency but not the necessity. Much could be argued from analogy, as Mr. Carlisle had said, but analogy could be pushed to an extreme. He need not remind them of the question of a literary man, whether because a man drives fat oxen he must himself be fat. (Laughter.) In many instances, and perhaps in most of them, the appointment of Local Superintendents was in the right hands. He had for a long time been working to assist in giving the teachers of York the widest opportunity for promotion, and had succeeded in a measure, but the best reforms were sometimes slowly wrought out. He thought that though the question was not ripe for such a sweeping change as that proposed, they might make a movement in the right direction, which his amendment was calculated to promote.

Dr. Gillespie said that in his county there were eighteen applications for the position of County Superintendent, and he had been given the appointment to save the evil effects of rivalry. He thought there was no need of the change proposed. He thought there ought to be a regular gradation from Common Schools up to Universities. Mr. Buchanan, of Preston, was of opinion that the present system answered the purpose very well, though admitting the possibility of improvement.

Rev. Dr. O'Meara said he was a Local Superintendent, a clergyman, and a non-practical teacher. He was afraid the proposed change was not a matter of reform, but was calculated to deform their excellent Common School system. It would be impracticable, too, to get a practical teacher in many counties to resign a first-class situation for the inadequate remuneration of \$4 per annum from each school examined, which was all the law allowed. In his own county (Halton) there were sixty schools. This would afford only a salary of \$240, which was not equal to the commonest third-class salary in most localities. Mr. McCallum remarked that some seemed to have the misapprehension that this proposed Central Board was to be a body hostile to the Normal School. On the contrary, it was the intention of the committee that the teachers of the Normal School should be members of the proposed Central Board. He moved the addition of a few words, expressing that idea in the original resolution. Mr. Frisby believed the proposition for a Central Board would be of great benefit to the teachers and to the community generally. In the County of Perth, the expense of the County Board of Examiners was \$711 last year, and if a similar amount were expended in each county, the cost of the present system of County Boards amounted to something like \$60,000. The expense of the Central Board could not be more than that, and therefore could not be opposed on account of the probable expense.

Mr. Goring believed a resolution so richly calculated to benefit the cause of education, would not be lightly treated by the Chief Superintendent. Mr. Evans said that he had always believed that the occupation of teaching should have the effect of making teachers thoroughly practical; he confessed that what he had heard that day had completely changed his views. He contended that the proposition was to give one first-class teacher in every county only as high a salary as could be obtained by any third-class teacher. Mr. T. Kirkland then moved the previous question, which was carried. Rev. Mr. Porter's amendment was then, by general consent, first put to the vote and lost, only four or five standing up in its favour. Mr. McCallum's amendment—with reference to having the masters of the Normal School on such Central Board, as contemplated by the original motion—was then carried by a large majority. The original motion, as amended, was also adopted—almost unanimously.

**Physical Education.**—On motion of Mr. McGann, this subject was next taken up for consideration, when he moved, seconded by Geo. Young, B.A., of Preston, a preamble setting forth the desirability of combining physical with mental and moral education in all the Common Schools, and a resolution to the effect that a committee be appointed to examine the subject, and report at next meeting upon the best system of physical and vocal exercises, with a view to their uniform introduction into our schools, and that the committee secure the attendance of one or more leading teachers in this department of education at next meeting, to illustrate the feasibility of its introduction into all the Common Schools of Canada. He said this was one of the most important matters that could engage their attention. In view of the fearful maladies with which a large portion of humanity was suffering from violations of the physical laws which govern the human body, he thought some action ought to be taken to further not only the study of physiology, but to turn that knowledge to a practical account by means of physical



training in every school throughout the land. The resolution was adopted unanimously, and the President appointed Dr. Gillespie, Rev. Dr. O'Meara, and J. B. McGann, Esq., as the committee.

*Phonetic Teaching.*—Mr. Wm. V. Huntsman, of Oxford County, was invited to explain the method of teaching children to read by means of the phonetic alphabet. In the phonetic system no letter changed its sound. Each character was easily learned, and once learned did not require to be unlearned the next day. He exhibited a series of tablets, containing the phonetic alphabet, and went through with an initial exercise upon them, in illustration of his method. After teaching children to read the lessons upon his tablets, his plan was to place the second or third book in their hands, or even the New Testament, when, with a few explanations, they were found capable of reading whole sentences correctly, and, with a few lessons, and very little assistance upon some long words not met with in the tablets, they would read freely in the Testament, with one-half the schooling necessary by the common mode. The Association appeared to take great interest in the subject, asking a number of questions, all of which Mr. Huntsman very satisfactorily explained. Mr. McGann remarked that the system formed an excellent means of correctly exercising the vocal organs, and would have a tendency to prevent the acquirement of weak lungs, so often and so justly charged upon the school-room. He complimented Mr. Huntsman, as being physically, mentally, and vocally an excellent representation and recommendation of his system. The President, on behalf of the Association, thanked the gentleman for the very able and interesting exposition with which they had been favoured.

*Education of Girls.*—A. McCallum, of Hamilton, seconded by Geo. Young, B.A., of Preston, moved the following resolution, reported from the business council, viz: Resolved—That the Grammar Schools, as they are to be organized under the new regulations, are not suited to the wants of the higher education of girls, and we therefore recommend that they be so modified as to render Greek and Latin optional studies with girls after they have gone through the first and second forms, and that they continue to be considered Grammar School pupils so long as they pursue the remaining subjects of the curriculum; and we add the hope that ere long they may enjoy equal privileges with boys, in the endowment of a Provincial College for females. Mr. McCallum said that so far as he had been able to learn from history, and from current events, the greatest mistake throughout the world, in matters of education, was the general neglect of female education. This neglect, he was satisfied, exercised an untold influence in retarding human progress in all that was good and great. The girls were capable of taking up the same studies as the boys, and of pursuing them equally as well, or better. There was now a denominational college for females at Hamilton, but what was wanted was a non-denominational institution, liberally endowed by the Government, where all could meet on common ground. Dr. Wickson inquired whether the girls would be counted as classical scholars. Mr. McCallum replied in the affirmative. Dr. Wickson thought that would be hostile to the object of the regulation adopted to prevent any but regular Greek and Latin pupils attending the Grammar Schools. Anything that tended to interfere with the attention of the Grammar School masters, being devoted most largely to Greek and Latin, ought to be avoided. The sentiment in favour of the study of languages, in his opinion, had been largely increasing of late, and very properly. Mr. J. B. Dixon said the object of the resolution was to bring those Grammar Schools back to what they ought to have been in the first place—schools for the higher education of Canadian youth, female as well as male. Mr. T. Kirkland moved, seconded by Mr. David Ormiston, that the resolution be amended by allowing Greek and Latin to be always optional with such female pupils in Grammar Schools as study French. He thought if they wanted to instruct girls in Grammar Schools, the first thing to be done was to catch them, or to get them there. If it were stipulated that none could go there who did not take up Greek and Latin, very few would go, and their object would be in a great part defeated. Mr. Carlisle opposed both motions. The movement was calculated to interfere with the efficiency of the Grammar Schools. It would be either giving young ladies the training that was given to young lawyers and doctors, or else the Grammar Schools would have to be made young ladies' seminaries. Besides, he could not see the advantage of compelling young ladies to study Greek and Latin in the first and second forms, while allowing them to drop them there. That would be of little use to them if they went no further. It would be only a waste of time. Mr. Buchanan, of Preston, said the sooner the right of girls to an equal education with the boys was recognized and always acted upon, the better it would be for the country, and the sooner would the whole human race begin to be rapidly elevated to its destiny. Mr. Chestnut moved, in amendment to the amendment, a resolution to the effect, that in the opinion of the Association the school system of this Province makes

no suitable provision for the higher education of girls; that such provision as does exist has been rendered still less suitable by the recent changes in the Grammar School law; and that therefore a class of school should be established to remedy this defect. The special motions were then put. Both amendments were defeated by considerable majorities, and the original motion was then adopted without dissent.

*National School Books.*—Mr. Buchanan, of Preston, from the special committee, appointed upon that subject, reported and moved the following resolution:—"That the Teachers' Association of Upper Canada strongly urge the necessity of having introduced into the schools of Upper Canada, a series of reading books which would be better adapted to our Canadian schools than the Irish National Series." Mr. Strauchn was here introduced as a delegate from the Oxford Teachers' Association, and invited to a seat upon the platform. A letter was read also from the South Ontario Teachers' Association, introducing William McCabe, LL.B., as the authorized delegate from that body.

Mr. Strauchn was of opinion that there were other books of the National Series that were not less objectionable than the Readers. He instanced the book-keeping series, which he regarded as being more confused than any other, and was the occasion of great annoyance to both teachers and pupils. The treatise on Mensuration, too, he thought, could also be greatly improved and better adapted to the wants of the present generation of Canadian youth. Mr. Buchanan said there was nothing national, so far as Canada alone was concerned, in the Irish series of Readers. There was nothing about Canada, or her institutions, in them. He referred to their materials, their paper, typography, and binding, as being of a very inferior order for school books, which of all other books, required to be well printed, on durable paper, and strongly bound, even though the price should thereby be raised a little. Mr. Evans remarked that Dr. Ryerson had expressed himself in favour of a Canadian edition, but stated that he feared the publication of a series would entail serious loss on the publisher.

Mr. J. B. McGann agreed with the former speakers that Canada ought to have a series of school books of her own. The question was then put to vote, and the resolution unanimously adopted.

*Record of School Progress.*—Dr. Carlisle opened up the subject by explaining a system in use in the Model School. He said he did not think any written record could be kept. The school was well graded, and each grade had its chief seats and its lower seats, so that the position of each pupil in the division showed to him, to the school, and to visitors who became acquainted with the plan, exactly what position of advancement in the school each pupil occupied. Its result had been to impart a great amount of stimulus to the scholars, each striving to attain to a higher position week by week.

The President explained the system in use in the Upper Canada College. It differed from that of Dr. Carlisle's in being a system by which a written record could be kept of each pupil's progress, by means of "counters," one of which each pupil took from a stand in giving an answer which others above him in the class could not answer, and presented at the close for record. Mr. Chestnut explained the College system more in detail. Mr. Watson, in view of the importance of the subject, moved that it be placed upon the list of subjects for discussion at the next annual meeting, and that a committee of five be appointed to examine the various systems and report upon them next year. Carried.

*Election of Officers.*—The following gentlemen were elected:—Rev. William Ormiston, D.D., of Hamilton, President; Archibald McCallum, M.A., Principal of the Central School, Hamilton, 1st Vice-President; T. S. Chestnut, Esq., Principal of the Training School, Toronto, 2nd Vice-President; Wm. McCabe, LL.B., Principal of the Union School, Oshawa, 3rd Vice-President; George Young, M.A., Principal of the Union School, Oakwood, 4th Vice-President; R. Alexander, Esq., Principal of the Central School, Newmarket, 5th Vice-President; William Anderson, Esq., Principal of the Park Street School, Toronto, 6th Vice-President; A. McMurchie, Esq., Mathematical Master of the Toronto Training School, Secretary; David Ormiston, M.A., Master of the Grammar School of Berlin, Corresponding Secretary; J. B. McGann, Esq., Principal of the Institution for the Deaf, Dumb, and Blind, Hamilton, Treasurer.

*Thanks.*—Mr. R. Alexander, of Newmarket, moved a resolution expressing the thanks of the Association to the proprietors of the *Globe and Leader*, for the space they have given to the proceedings of the Association in their respective journals; to the different Railway Companies, for the favour of return tickets free; to the ladies and gentlemen who took part in furnishing the Conversation; to the Chief Superintendent of Education, for the use of the Normal School buildings; and to Professor Wilson, for his efficiency and attention to the duties of the office of President of the



Association during the past three years. The resolution was unanimously adopted.

On motion of Mr. Chestnut, it was resolved that a copy of the revised Constitution and By-laws be sent to each member of the Association, as well as a copy of the Minutes.

*Adjournment.*—A resolution for adjournment having been proposed, Professor Wilson offered a few remarks, expressing the great gratification the occupancy of the post of President had afforded him during the past three years, regretting that his engagements had obliged him to decline a re-appointment, and hoping that the Association would continue to prosper until it became a power in the land: in attaining which end the Rev. Mr. Ormiston, through his intimate acquaintance with Common and Grammar School matters, would be found, he was sure, a decided acquisition to the Association. The Association then, at a quarter past twelve, adjourned to meet again in the same place, on the 2nd Tuesday in August, 1866; after which the members gave three cheers for the retiring President, three for the Queen, and separated.—*Globe and Leader Report.*

## 2. MEETING OF WENTWORTH SCHOOL TEACHERS.

The County of Wentworth Teachers' Association met on the 23rd inst., at the Central School. The President the Rev. Dr. Ormiston, opened the meeting with prayer. After the election of new members a discussion was invited on Mr. Smith's Essay, on the Science of Education, read at the last meeting; on which Dr. Ormiston made a few interesting remarks, taking the opportunity of stating that he thought Education had not yet been reduced to a Science, but that from the accumulated experience of ages, we might yet hope to receive sufficient light to enable us to arrive at that desirable result. Mr. King, of Barton, then introduced his method of teaching the Alphabet, upon which a lively discussion ensued, and a variety of views were presented. Messrs. Cranfield, Moore, Frood, Bale, McCartney and Buchan, took part in the discussion. Simple as the subject may appear, it was not so considered by the Convention. The advisability of learning the Alphabet at all as a means of learning to read, the phonetic system, and the word system of learning to read, were introduced in the discussion. A discussion upon the subject "What are the best means for remedying truancy" followed, during which much valuable information was elicited. Messrs. Frood, Moore, King, Miller, Smith and Cranfield taking part in the discussion. The afternoon session commenced at 2 o'clock, Mr. J. B. Smith presiding. The delegates to the Provincial Association, Messrs. Macallum and McCartney, presented their report of the recent convention of that body. The next subject for the consideration of the meeting, "Ought attendance at School to be compulsory," was presented for discussion. Upon this subject a most interesting and animated discussion took place, in which Messrs. Grey, Macallum, McCartney, and others took part. The opinion of the meeting was expressed in the following resolution:—"That in the opinion of this Convention attendance at schools should be compulsory, as a preventive of truancy and many other evils." Upon the discussion of the advisability of establishing a Teachers' Library, it was resolved that a committee be appointed to consider the subject, and report at the next meeting. The following resolutions were then submitted to the meeting:—Moved by R. Moore, seconded by A. Macallum, B. A., and resolved, "That at our next meeting, Mr. McCartney do read an essay upon the best method of organizing and conducting a school in a rural district." Moved by A. Miller, seconded by J. E. Grey, and resolved, "that the following be the subject for discussion at the next meeting: 'Should children be compelled to prepare lessons at home?' and that Messrs. Macallum, Grey and Ball take the lead in the discussion." Mr. Cranfield was appointed to illustrate his method of teaching geography at the next meeting. The meeting then adjourned, to meet on the third Saturday in January next, at the Central School, all present feeling gratified at the opportunity thus afforded of meeting together for a friendly interchange of thought and sentiment, upon the various topics submitted for consideration.—*Spectator.*

## 3. WEST NORTHUMBERLAND TEACHERS' ASSOCIATION.

The Teachers' Association for the West Riding of the County of Northumberland met in Baltimore on Saturday, the 2nd ultimo, E. Scarlett, Esq., President, in the chair. The forenoon was occupied by Mr. David Johnston, lecturing on Grammar, and Mr. P. O'Flynn on Algebra. Mr. John Johnston lectured on Geometry. Mr. Thomas France read an essay on Ancient History.—Moved by John Braden, seconded by William Kerr, "That the Rev. John Bredin be elected an honorary member of this Association."—Unanimously adopted. On motion of E. R. Johnston, seconded by D. Roberts, a vote of thanks was tendered to Mr. France for his

excellent papers on "Ancient History," read before this Association. Mr. J. S. Snelgrove read an essay upon the subject "What is the chief object of the study of History?"—Received with approbation. The following addition to article 4th of the Constitution was adopted, "That the Board of Directors lay the programme as formed by them before the Convention for adoption." The following programme for next meeting was adopted: Grammar, 4th Book, —continuation of last lesson, P. O'Flynn; Arithmetic, evolution, M. McNellie and E. R. Johnston; Algebraic Fractions, W. W. French, E. Rothwell, and John Boyd; Mental Arithmetic, second twenty Miscellaneous Examples, J. D. Dunnill, and J. Roberts; Geometry, 1st Book, first fifteen propositions, and from the 20th to 40th exercises, text-book (Pott's) lecturers, J. Johnson, D. Johnston, and T. France; Canadian History, (Hodgins) from 1535 to 1608, E. Hayward and J. W. McBain; Essayist, Rev. J. Bredin, to choose his subject.—Minutes of this session read and adopted. Association declared adjourned until the 1st Saturday in December.—E. R. JOHNSON, Secretary.

## 4. HILLIER AND AMELIASBURG TEACHERS' ASSOCIATION.

The third regular meeting of the Teachers' Association for the Townships of Hillier and Ameliasburg and the Village of Wellington was held at the School House, Concession, on Saturday, the 26th ult., and was attended by twenty-six gentlemen—twenty of whom were teachers; several ladies were also in attendance. The chair was taken by the President, W. Thorn, Esq. The following Teachers were appointed officers for the ensuing year:—C. D. Morden, President; W. Thorn, 1st Vice-President; M. Robinson, 2nd Vice-President; J. Benson, Recording Secretary; T. D. Lucas, Corresponding Secretary; D. W. Dulmage, Treasurer; S. Nethery, Critic; Messrs. Thorn, Chase, Ogden, and J. H. Dulmage, Directors. Dr. Burgess, of Wellington, was made an honorary member of the Association. A well written essay was read by C. L. Chase—subject, "Knowledge." T. D. Lucas was appointed leader of Analysis, the subject chosen for discussion. The discussion occupied the attention of the Association for an hour and a half, when it was resolved to postpone the subject for further discussion at the next meeting. The Association was then variably addressed by W. Anderson, Esq., Ex-M.P.P. J. B. Denton, Esq., Superintendent of the Wellington School, was next called on, and delivered a very interesting lecture. The addresses of the gentlemen were received at various points with applause. Dr. Burgess followed, and his remarks were highly appreciated. Messrs. Thorn and J. H. Dulmage were appointed Essayists for the next meeting. The next meeting of the Association will be held on Saturday, the 25th day of the month of November, at Wellington, commencing at 11 A.M. The officers will commence an hour earlier. T. D. LUCAS, Cor. Sec.—*Communicated to Picton North American.*

## 5. THE ASSOCIATED TEACHERS OF ELGIN.

The County of Elgin was the first in Upper Canada, that could boast of a well organized and successful Teachers' Institute. For many years its meetings were regular, successful, and influential. The leading teachers of the County met each other quarterly; submitted their plans, discussed their difficulties, and gave each other mutual aid and encouragement. Ambition was stirred, knowledge enlarged, and methods of teaching improved. At these meetings two or three lectures were delivered on different departments of the sciences, &c., with a view to direct the attention of teachers to their importance, and to the best text books through which to acquire a knowledge of them. In the intervals, methods of teaching the different branches of a Common School education were illustrated; the provisions of the School Act were discussed; the operations of the common school system were commented upon; improvements were suggested; and plans were submitted for the elevation of the teacher to that position in society to which his mental and moral qualifications, and the responsibility that attaches to his high calling, entitle him. This was the programme usually observed. It is evident that meetings of this kind could not be held attended by interested persons from all parts of the County, without producing a salutary effect upon teachers and scholars. Nor were they. We are persuaded that there is no County in Upper Canada in which the qualifications of the School Teacher stands in every respect as high as they do in this country; and although much of this is owing to the faithful manner in which the Board of Public Instruction has of late conducted the examinations of candidates for that office, there is little doubt that a liberal share of the credit is also due to the efforts of the teachers that organized and sustained for so many years a Teachers' Institute in the County. It should not be forgotten that a Library of upwards of three hundred volumes, selected with

great care, and specially adapted to aid the teacher in the prosecution of his studies, or in the practice of his profession, was part of the machinery employed by the teachers associated for the purpose of mutual improvement. In addition to this they had a number of maps and diagrams for the illustration of lectures, &c. These we regret to say have been in idleness for upwards of three years. The leading spirits of the former organization have passed away, and it appeared as if no others were left with enterprise enough to take up and carry on their work. The teachers and friends of popular education in the county will now see from another column, that another effort is to be made that is likely to prove successful. Their own interests as a class, no less than the general interests of education throughout the county, demand it. Let the Institute be again started into activity, the library be made available for the diffusion of sound and useful knowledge, and let common school education and common school teachers flourish and abound.—*Can. Home Journal*.

## 6. THE PROVINCIAL ASSOCIATION OF PROTESTANT TEACHERS OF LOWER CANADA.

The Provincial Association of Protestant Teachers of Lower Canada met in annual convention at the Town Hall, Sherbrooke, on Thursday, June 1st. Prayer was offered by Rev. A. Duff.

A series of By-Laws reported by the Committee was read, and in the main, adopted.—Convention adjourned till 2 o'clock P.M.

In the afternoon, the attendance was larger than in the morning. A very able paper on the *Apparatus* essential or desirable for Elementary Schools, was read by Prof. Hicks, of the McGill Normal. The lecturer mentioned the *Blackboard* as a first and indispensable appliance of the School room and referred to its importance, not only in teaching arithmetic and other mathematics, but in almost every department of teaching, teachers should know how to use the blackboard. He spoke of the importance of *neatness* in blackboard exercises. In teaching Geography, outline or other maps and globes are very valuable. In arithmetic, the *ball-frame* is useful with young beginners; a two foot rule, for measuring blocks, &c., are also useful. School apparatus is not positively essential to a good school; the best appliances may be so used or neglected as to be useless; but if properly applied are very valuable. Much may be done by an energetic teacher to supply the want of apparatus. The paper was followed by a discussion of the subject by Inspector Hubbard, Principal Graham, A. Duff (Dunham), W. E. Jordan, Prof. Robins, Geo. R. Robertson, Esq., Hon. J. S. Sanborn, Rev. A. Duff, C. Dunkin, Esq., and the President.

On motion of Principal Graham, seconded by Inspector Hubbard, a committee was appointed by the Chair to consult relative to communication with the Upper and Central Canada Associations; to report at the Friday morning session. Adjourned to meet at seven in the evening.

In the evening session, addresses were given by the President, Dr. Dawson, Hon. P. J. O. Chauveau, C. Dunkin, Esq., and Hon. J. S. Sanborn.

Dr. Dawson stated briefly the aim of the Association, and spoke of the utility of Teachers' Associations generally. He also spoke with much force of the personal and professional character of the teacher, his relation to the public, the government, and especially, to his pupils, which he said, is the all important point, and that to which all other relations tended.

Hon. Mr. Chauveau expressed his lively interest in such Conventions as the present, and the pleasure he felt in attending them. He referred briefly to the history of Teachers' Associations in the Province, and gave several valuable hints relative to school appliances.

C. Dunkin, Esq., spoke of the high importance of the Teachers' profession. It should be more of a profession, and be made more permanent and remunerative. To this end, teachers must honor the profession. Too much dependence should not be placed on government aid, or upon legal machinery. Government aid is, in his view, desirable to secure the efficient working of a school system, but should not be too much relied on. Entire uniformity in schools is not essential or desirable. Emulation should be encouraged. Let each, in his own way, strive for the best schools.

Hon. J. S. Sanborn spoke of the obstacles arising from difference in race and religion to the efficient working of our schools; of the necessity of a general education, open to all. He took an encouraging view of what has been done, and of the improvement made within the past few years. He also spoke of Government aid as less essential in itself, than as useful in carrying out an efficient system. All classes are equally interested in the great work of education, and should manifest that interest.—*Sherbrooke Gazette*.

## 7. BRITISH TEACHERS' ASSOCIATION.

At a recent quarterly meeting held at the Normal College, Borough Road, an essay was read by Mr. Edmed, of the asylum

at Reedham, entitled "Our encouragements." We have selected some passages from the paper:

"The schoolmaster has his difficulties, trials, and discouragements, but who has not? No matter what the occupation a man may have, we are sure to find him often saying of it, and doubtless persuading himself that it is true, that his is the most arduous and trying of all labours, and his cares more perplexing than other men's. And this tendency is true of classes and individuals also. A little while ago, we read of the Emperor Napoleon even complaining of the weighty responsibilities and great anxieties Providence had imposed upon him. The rich murmur at their riches requiring so much care to prevent their taking to themselves wings, or walking off in portmanteaus, like the Duke of Brunswick's jewels; while the poor lament the lack of those riches which make the owner so uncomfortable. The great sigh under the weight of their dignity, and the little sigh because they do not possess it. The men of trade, however ready at crying up their wares, cry down their trades. Who ever met a farmer, for instance, who had a hard word to say in recommendation of farming?—a shop-keeper in favour of his particular line of business?—or a schoolmaster for his? Let any one say to such a person, I wish I had been of your avocation; and how often will he get for answer, 'You would soon wish your self out of it again!'

"But there might be some here who deny that it is as I have been saying; who will tell us they do not speak disparagingly of their high avocation, nor despondingly about their discouragements. I have no doubt there are such cheerful souls amongst us, and I shall be exceedingly glad to hear them get up and say they never do grumble; that they love their work, and their responsibilities, and their pay. If gentlemen with sunny hearts, and happy minds, and satisfied pockets, will stand up and speak of their contentment, it will help me in the purpose I have in view,—viz., to raise such a discussion here this afternoon as will send us all home in the spirit and temper of the contented statesman, who recommended the people to 'rest and be thankful.'

"Let us look at some of the advantages we possess as coming to us through our being teachers. There is, first, we have all a good drilling in here. We are familiar with this room; we have chalked our problems on that black-board, or one of its predecessors; we were taught to walk uprightly in that yard, and to sit uprightly and keep ourselves within bounds on those seats; we, for a year or more of our verdant days had our simplicity protected by careful curators and superintendents, while our boyish buoyancy was balanced by the weight of official dignity; and we were brought into contact with educational gentlemen, to whose teaching we listened, and to whose authority we bowed; and I regard it as one of the greatest blessings that I enjoy, that I possess the advantage obtained through the instruction, direction, and discipline of the Training College. We all know that what we are that is good we owe, to a very great extent, to what was done for us here. An old scholar of mine in writing to me some time ago, said, 'I shall ever feel, sir, that whatever progress I may make in life will be greatly owing to your instruction and training of me; and why should I not be as honest as the boy, and acknowledge that we possess advantages which greatly tend to promote our intelligence, our happiness, and our prosperity, as the result of our having been taught and trained for teachers in this Institution?'

"We might dwell long on our advantages enjoyed through the education we have received, and the pleasure we have experienced in roving through the fields of literature and learning. Ignorance is not bliss, and our capacity for the highest enjoyments is greatly enlarged in proportion to the knowledge we obtain. Our occupation leads us to be continually storing our minds, and we find our appetite for knowledge continually increasing. It is very pleasant to find ourselves up to par with well educated people, and we often experience sensations of pleasure (I do not mean vanity) in finding that our knowledge serves us in the various circumstances and incidents of life. How different is the tradesman situated in this respect! Often as well educated as other persons in boyhood, his continual attention to the duties of the shop soon leaves him in lamentable ignorance; his mind becomes imbued with nothing but his wares, and he is a stranger to the elevating and refining influences of the study. I do not say these influences and advantages are ours exclusively, but they are peculiarly ours, and the consideration of it should be one of the encouragements to persevere in our profession.

"Again, we may take encouragement by contrasting the amount of our labour with that of men in other occupations. In the first place, we have only five days to our week of work, where every one else has six. How nice on Friday afternoon, this summer-time, to dismiss our charge, turn our backs, and walk leisurely home, free from the call of the school bell till nine on Monday morning!

"How pleasant, when we wake next morning, to remember it is Saturday, and that we are going for a stroll down the Row, or to take our wives and little ones, as we ought to do, for an airing be-

yond the London smoke, or cultivate our gardens or lend a hand indoors, if our tastes so lead us! Then, again, if we are not preachers or Sunday school teachers, there is Sunday again to rest from one's labours, and refresh mind, soul, and body for the activities of the week.

"But not only our weeks are short, our days are so also. I do not know how much to add to the teacher's work-day for pupil teacher instructing; I have heard and read of a longish time, but I don't think they get all that is said; and if they do, in about seven hours the day's work is done. Thus out of the 168 hours in a week, we toil only 35. How few occupations can compare with ours in this respect! and we should, I think, call the advantage to mind as one of the encouragements the teacher enjoys.

"Then we have still higher encouragement when we consider the character of the work we are employed in.

"There are those who will look down with haughty contempt on the work of the pedagogue (I use the word for want of a better, though I don't like it); but whatever may be thought of him by society, whatever he is, be he gentleman or clown, amiable or ohurlish, sensible or stupid, . . . whatever the man may be, I say his work is a noble work, worthy of the highest intellect, the greatest skill, and the holiest character.

"It was but a fair compliment that was paid our profession recently in 'another place,' when Mr. Roebuck, the professed friend of education, said derisively of one of the first statesmen living, that if he had not been born a noble he would have been a schoolmaster. When I read that statement I felt considerably elated and encouraged, notwithstanding it was spoken in contempt of the unruly member's betters—for there have been better and greater men than the honourable member for Sheffield who have been teachers, and whose footprints will remain clearly imprinted on the sands of time when the incoherent screams of the stormy petrel of debate will have subsided into silence like the echo, nowhere to be found but in the dreary pages of Hansard. Without having to thank the honourable gentleman for the compliment, we take encouragement from the statement; for if such men as Lord John Russell are the men who are fit for schoolmasters, verily our profession has advanced in the estimation of the House.

"How different the work of the schoolmaster from any other profession or occupation!—the lawyer, for instance, who receives his fee not to do justice, but to obtain a legal victory for his client, oftentimes feeling that his case is morally, if not legally, wrong.

"Then there's the doctor, daily driving his busy rounds to visit chiefly imaginary invalids, whom he physics with coloured water, or at best is only employed in ameliorating physical pain. . . .

Or take the artist; and one of highest aims is to represent, on dead canvas or marble, the external appearance of that living intelligence which it is the teacher's highest pleasure to cultivate and develop. The sculptor and the painter strive to imitate the breathing, living original; but the teacher labours upon heaven-created mind, and upon those other noble faculties which constitute and dignify the man as distinguished from all other created terrestrial beings. So high a calling, so grand a work, is teaching, and so lasting in its results, so connected with life, future as well as present, influencing the destiny of man here and hereafter, that we might well say, Who is sufficient for these things? He who spake as never man spake condescended to be a teacher; and in what aspect of His lovely life does He appear to us so dignified, so sublime, and so enchanting, as when He sat in the midst of His disciples, and in the simplest language uttered those grand truths and maxims for our direction, in the affairs of this life as well as that which is to come, which it is our happiness to repeat to those who daily listen to us?

"Again, the teacher may derive encouragement from contemplating the influence his labours enable him to exert.

"I remember a tale told here, by one whom we all miss of late, about a dignified village schoolmaster being met by a stranger, and the following colloquy taking place:—'Who are you, sir?' 'I'm the greatest man in the village.' 'How's that?' 'Why, sir, I rule the boys, the boys rule their mothers, and the mothers rule their husbands; so that I rule them all.'

"Well, this is, doubtless, a great exaggeration; if it is not, I'm afraid, from recent visits I have paid to certain villages, . . . either that the greatest man in the village is not quite so influential as he says he is, or else that he uses his influence the wrong way. Yet, for all that, taking a large per-centage of his estimate of his ruling powers, doubtless the schoolmaster exercises a most potent influence upon society in general. Some one once said, give me the making of a nation's songs, I would not care who makes their laws; the speaker deeming the influence of the song greater than that of legislation. Well, how many songs, never to be forgotten, do we put into the minds of our young charge, especially since John Ourwen and others have given us the facilities for so doing!

"Then, again, who are to fill our places in the busy world, when this generation have gone to their rest, but those who now come to us

for tutelage? And to whom will they owe the direction of their thoughts, the influencing of their opinions, the inculcation of their principles and maxims, the bent of their inclination, often the choice of their calling, and the very faith of their souls? To a very great extent to the schoolmaster; to a far greater extent than they will be cognizant of, than we can trace, or that society will give us the credit for. Nevertheless, although we may not be satisfied with the recognition of our influence, we know it for ourselves; and if the schoolmaster is like other men, if the love of power forms one element in his nature, if he derives satisfaction from influencing the religion, the morals, the intelligence, the happiness, and the general welfare of his race, then this consideration is another ground for his encouragement and consolation.

"Then, again, the teacher derives great encouragement in his work by seeing the fruits of his labours manifesting themselves in those who have left him and entered upon the duties of life, as well as in those who remain with him.

"Can we not any time turn our eye upon some who came to us with minds as dark as Erebus, and who have been enlightened by our lessons; or upon some dullard, whose wits we have sharpened; or some rascal, whom we have reformed, and turned from the love of evil to the admiration of that which is good?

"There are few of us, perhaps, who have been any length of time at our work, but can point to individual instances of this kind, any one of which would be worth a long life of school labour to accomplish, and which are very encouraging to us in our duties. Some of us, too, have been long enough to have seen our boys grow up to men, and occupy respectable positions in life, with credit to themselves and to the encouragement of those who taught and trained them."

"Another source of encouragement to us in the present day is the increasing demand for, and appreciation of, the labours of the teacher. Happily, our occupation, though subject to capricious changes in regard to the subjects we are to teach, is not one that is dependent entirely on the opinion or fashion of the day. Boys and girls will never fail, and never fail to need our services. . . .

The public generally, I think, now, from the labourer to the lord, are anxious for education for their sons, and, what is more, are willing to pay for it. We have had far less complaining, I think, of late, of the parents not sending their children to school, and, consequently, less talk of compulsory education. The character of the teacher has gone up in some respects,—not all, for I recollect some worthies of the old school. The character of our schools has gone up also, and with these the estimation of our services has gone up in the public mind."

"Again, let me remark that the teacher who is a disciple of the Great Teacher, and is a believer in the great truths of Revelation, will find a peculiar pleasure and encouragement in his work, in having the opportunity of daily leading his young charge to a recognition of the Creator's footsteps, to an acknowledgment of His kingdom and power and glory, to an observance of His holy laws, and to a reception of His mercy and grace. It would be little indeed of us if we attempted to make our schoolrooms chapels for the preaching of sectarian dogmas, and it would be quite out of place and time for us to deliver ourselves of dry dissertations on theological doctrines, however sacredly we might regard them ourselves. For my own part, there is no secret I more cautiously guard from my boys than what particular sect I consider most orthodox, and therefore belong to; yet, for all this, there is scope and opportunity for us to speak of the deep things of God, and endeavour to win the young to the love of Him and His truth. And it would be to me, as it doubtless is with you, a sacrifice of one of my greatest encouragements and highest pleasures were I to seal my lips upon religion, and exclude, as it were, God and heaven from my charge."

"It must be a source of pleasure to us, and often of great encouragement, that we, as British teachers, are not only not prohibited from, but are expected to direct our children to the things of eternity as well as time, to the laws of God as well as man, and to the hopes of heaven as well as the prospects of earth. The singing of the hymn, the short prayer, the Bible reading and lesson, and the incidental reference to sacred truth, have not yet been banished from our schools, notwithstanding that inspectors cannot measure their results; and I trust the day will never come when, as teachers, we consent to become dumb dogs, and cease to find the religion of the schoolroom one of the charms which endear us to our work, and which cheer us in the performance of it."—*Eng. Educ. Record.*

### • III. Papers on the Teacher. •

#### 1. THE TEACHER'S CALLING.

In the estimation of those who regard the well-doing of the young, the calling of the school teacher is full of interest. And wh

should it not be? It requires peculiar qualifications, involving high responsibilities, subject to many trials. Why should it not, then, bespeak for itself the sympathy, respect and friendly co-operation of the community? Not simply the well-doing of the young is connected with this calling, but the future happiness and well-being of society.

Teachers act both directly and indirectly on the great social interest of the race.—They have, in an extensive sense, the forming of character. To them is intrusted the modelling of minds which, in their mutual strength, shall move the world. The teacher leaves his impression on the mind of his pupils. This impression neither time nor circumstances can efface. It tells at the fireside homes of the children, and in their associate capacities abroad. It meets and mingles with the events of coming life; restraining, inciting, and encouraging all along the pathway of their earthly existence, and even to its close. And who shall say it is even lost there? May it not, does it not, pass on with the enfranchised spirit to that higher state of existence of which this is but the shadowing? Will not the teacher's influence tell, in its results, through the uncounted cycles of eternity? Responsible work, the training of the youthful mind! Who shall dare enter it with unhallowed purpose? Who shall dare give to the young mind other impress than that of wisdom, virtue, and piety.

Schools are public safes, where are deposited, not the gold and silver of the nation; but what is of far more value, gems of thought and feeling; jewels, which shall hereafter be drawn out to beautify and enrich the national mind. Schools are deep mountain reservoirs whence issue the rivulets which widen into mighty streams; whose waters in their ever onward course, make for themselves channels through the length and breadth of the land.

In schools are training those whose future action shall brighten or dim their country's glory. Yes; here are those, whose light shall be as the morning, and whose brightness as the noonday; and here, too, it is to be feared, are those whose light shall be but as darkness and whose brightness but as the thunder's terrific bolt. Here are the future rulers of the nation. Here is the priest, who shall minister at the holy Altar. Shall he have the learning, the piety, the zeal of a Paul, the meek endurance, the tenderness of a John? Here is he whose healing art shall often renovate and re-beautify the frail tabernacle of the soul. Shall he be like the beloved physician? Here are the future poets, whose numbers shall be "thoughts that breathe and words that burn." Shall they, like the sweet singer of Israel, wake psaltery and harp to the high praises of Heaven's King? Here are they, the men, the women who shall come up, live, feel, and act, in all the relations of life, under thousands of ever varying circumstances, when the fathers and the mothers shall decline in the vale of tears and pass away.

"Just as the twig is bent the tree's inclined." Who shall so bend the twigs that they may grow up trees of strength and beauty, gracing the garden, the field, and the wood? Who shall? Who will? Teacher, the task is thine. Thy influence combined with that of the parents, shall make the future character. Thou canst move the young mind committed to thy trust, as the winds move the leaves of the forest. Thou canst press the young heart even as the seal impresses the wax. The confidence and the affections of the child are thine. Use thy power, but use it safely, well, gently, lovingly, yet firmly deal with those little ones. Write such characters on these young minds as future homes shall safely deepen, and a present and coming age delight to read; such as shall bless the child, the man, the world, reflecting honour on thyself, and bringing glory to the Creator of all mind. Teacher what a work is before thee! What manner of person shouldst thou be? And what qualifications are necessary to fit thee for this high trust?—*Amicus, in Brockville Recorder.*

## 2. THE POSITION OF TEACHERS.

We are glad to have before us abundant evidence that teachers are beginning to learn that their position in society really depends on themselves. The teaching profession is a learning profession. Many of its members are far more learned than the majority of lawyers, doctors, or clergymen. And the work which they have to perform is certainly one of the noblest which can possibly fall to the lot of man. How is it then that teachers have so often been treated with contempt? How is it that at the present day the teaching profession does not rank so high as the other learned professions? And what remedies can be suggested for altering public opinion for the better?

It is our intention to enter into all these questions. What we assert at present is, that teachers themselves have it greatly in their power to produce a revolution in regard to this whole matter. At the bottom of the low estimation in which the teaching profession is held by a large mass of people, is a low estimation of the value of education itself. The public need to be enlightened. Even many

men who occupy important positions in society, are blind to the advantages of high culture. They value sound common sense and practical wisdom. And they imagine that these can be acquired more surely in the business of life than by any amount of intellectual or moral training. With such people it is of no use to argue. They continually appeal to their own career: "They never had much book learning. They left the school at twelve or thirteen. And yet they have made large fortunes, and have got on wonderfully well." There is no one so conceited as the blockhead; and no one so obstinate in his opinions as the man who has formed them without one good reason. We must therefore leave these people alone. But teachers have to a large extent the forming of the young minds in their own hands. It is their special business to teach a knowledge of one's own self, of one's ignorance, and to beget an earnest longing after more knowledge. If the teacher knows his work and has free scope, there should be comparatively few of his pupils who will in after life entertain the low notions in regard to the work of a school master which were held and are still held by many of the grown up generation. And we believe a remarkable change is taking place in this way. Some teachers began to enquire into the proper methods of education, since they have conducted their work according to the laws of nature, the affections of the pupils are more drawn out towards them, the pupils leave the school with a mingled respect and love; and the memories of their teachers will be dear to them for life.

But before this change can be in any degree satisfactory, it is essential that the teacher cultivate his own mind. He must be a man continually acquiring knowledge; and that knowledge must not be a mere farrago of heterogeneous details, but such as shall bear upon the welfare of man, physical intellectual, and moral. Besides this, every teacher should have his own special studies: studies in which he should be regarded as an authority from the thoroughness and minuteness of his investigations.

Yet even all this is not enough. Teachers must combine. Already there exist various local associations; but in many districts teachers have not yet formed themselves into unions. These associations are of the greatest importance. In the first place, they are useful as giving a stimulus. Teachers come to know each other. They get greater insight into their work. They are cheered by mutual sympathy. And a feeling of brotherhood will give strength to many exertions. But, second, they are exceedingly valuable in important political emergencies. They give expression to the wishes of schoolmasters. They make the community feel that schoolmasters are a power in the body politic. And if all the local associations could somehow be combined into one great union annually or at stated intervals, schoolmasters might speak with a voice to which even Parliament would listen.—*The Museum.*

## 3. DIFFICULTIES OF YOUNG TEACHERS.

We commend to our young teachers, and specially to those soon about to enter upon the charge of schools, the following passages from Canon Champney's address to the students of the Home and Colonial School Society's Institution:—

*The work of Teaching.*—Before we begin any work, it is wise to consider what the work is, and, if it be possible, to get a clear view both of what we shall have to do, and of the means with which we shall have to do it. And if, after careful consideration of the work and all its difficulties, we find that the means which we shall have, if we choose to employ them, are sufficient to enable us to accomplish the work, we shall go to it, not in the presumptuous confidence of ignorance, but in the well-grounded confidence that springs from a knowledge both of the work itself, and of the means by which it will be accomplished.

The work in which you will shortly be engaged, if it please God, is one the importance of which can scarcely be over-estimated. It is my own belief that, next to the work of the Christian ministry, the work of the Christian teacher follows in importance. If you are spared to labour for the ordinary term of years, each of you must exercise an influence over thousands of children. If you do your work well and faithfully, as true servants of Jesus Christ, your teachings will tell for eternity. Many will "rise up and call you blessed." Many whom you have instructed as children will become themselves the centres of circles, on which they in their turn will exercise their influence; and as the results of what we do and say, whether it be good or evil, will be reckoned, in God's system, to those who do and say them, if you are only, through grace, enabled to be faithful, an abundant harvest of both nearer and more remote usefulness must spring from the seed which you will sow.

*The difficulties of School work.*—A school is not a deep, calm, quiet sea over which you may float without any trouble, and where you have simply to lift up your oars and let the current carry you along. There are many many pieces of rough and broken water above because there are rocks and snags below. You will have



rugged tempers to deal with as well as some meek ones; restless spirits as well as quiet ones; irritable and fidgety constitutions, as well as more passive and inert ones. You will have many idle, because constitutionally indolent, ones to deal with; you will have to deal in the school with effects which the home has created, and which you cannot get at in the home to remedy, and which you will have to correct, so far as they can be corrected, not with the help of the parent, but sometimes with the actual though unintentional opposition of the parents; you will have to deal with misunderstanding and prejudice, sensitiveness and jealousy, personal pride, and that real cruelty which is called affection, that will not correct a fault itself, and will allow no one else to correct it. You will have to begin your work over and over again; to find that what you have carefully taught has been carelessly forgotten, and what you thought, and thought rightly perhaps, that you had made so plain, you must needs try to make as plain again. All this will try you. You will have need of patience. You will have need of much patience. You will require to hold yourselves thoroughly in hand. You will want forbearance with the children. You will often want it quite as much with the parents, who, though acting childishly, must not be treated or spoken to as children; who are often tenacious of respect from others in exact proportion to their ignorance of their own duty.

*The spirit in which to overcome them.*—Look all this steadily in the face. These are difficulties great and real. And they are such as only the true grace of God can enable any one to surmount. But the teacher who goes into her school with a deep sense of *His* forbearance, who has so long borne with her, whose heart is softened and gladdened by the assurance of that patient kindness wherewith He loved and still loves her; who goes to her work with a real love to the little immortal ones whom her God and Saviour has, in his Divine Providence, set her to influence for time and for eternity, that teacher will bear, because she knows how much she has been borne with, and her bright face, gentle voice, kind words, and quiet wisdom, will win their way both with children and parents, and gain the love of the one and the confidence of the other.

Is you are placed in charge of an entirely new school, you will have to reduce into order a little chaos. Children that have never been confined to any place before for an hour, will have to be kept in one place and to be quiet under it. Little, restless, wandering things, that have roamed here and there at will, must be taught to sit still. Little irritable and pugnacious spirits, that are ready to resent the smallest intrusion on their right, must be made quiet, and trained to have others near them without restiveness or impatience. Minds that do not know what attention means, must be made to attend, and be brought to fix themselves on a given subject. The hearing, moving mass of an entirely new school is a chaos in miniature. But gentle firmness that will be obeyed, patient, persevering action will tell upon the chaos, and bring order out of its confusion, and peace over its conflicting elements. You must not expect to do in a moment what can only be done in a week. Habits of order, obedience, attention, are not the mushrooms that spring in a dewy morning, but trees that have grown in many a day of sun and shower. But when once these habits are formed in a school, every fresh comer feels their power; and the wildest young elephant, when placed in a whole company of tame ones, soon ceases to be wild, leaves off trumpeting, and goes quietly along. "Seek to gain the children's love." It is not hard to gain. Children soon love those that love them. Christ has said that men do this, sinners though we all are; and we feel that his word is true. It is the word of Him who made and who understands the heart of man. There is, perhaps, no man who, if he were told that another felt a great regard and love for him, would not at once be kindly disposed towards him. Children are more accessible to love. And when you have gained their love you have tied them with a silken band, but one that will hold them as firmly as a rope of wire. You have secured them with "the cord of a man—the band of love," and they will do anything for you. They will mind more readily what you say; learn more readily what you teach; copy more readily what you do; and, if the children love you, the parents will like you. The mothers will, for kindness to the child is sure to win its way to the mother's heart; and if you secure the goodwill of the parents, you have got the strongest argument which you can use to induce them to help and not hinder; to second and not thwart you in your important work.

Doubt not, but earnestly believe that difficult and important as is the work before you, it will be as blessed of God if you, looking well at the difficulties and keeping steadily to the object, use the means that God shall give you, in reliance on his constant help and trusting simply in his Almighty power, and seeking his only glory, which is most advanced in forwarding man's salvation.

## IV. Papers on Canadian Schools.

### 1. DINNER TO DAVID MILLS, ESQ.

On the 18th ultimo, a complimentary dinner was given to David Mills, Esq., late local superintendent for Kent, in the village of Ridgetown, as a token of the regard entertained for him by the teachers of the county. Mr. Mills held the position of Local Superintendent for nine years, during which time he succeeded in raising the schools of Kent from mere existence to a position that will rank favorably with the schools of any county in the province. His rare abilities, his extensive range of information, his persevering industry, and his fine tact for business have left an influence on individuals and on society that will continue to be felt in coming years. The dinner was provided by the Rev. Mr. Phelps, and was worthy of the occasion. About two hundred persons sat to the tables. Dinner being over, they repaired to the Town Hall, which was beautifully decorated for the occasion. Appropriate mottoes and devices adorned the walls, while gay clusters of flowers shed their fragrance on every side. Mr. Harrison, the present Local Superintendent, presided. Very able speeches were delivered by Mr. Mills and Mr. Lindsay. The latter gentleman began by remarking that a few months ago he read a very able speech by Mr. Mills on the Confederation question; and, though not wholly agreeing with him, he admired his talent and ability. His knowledge of English history was extensive, and his manner of treating the subject showed him to be a man of no ordinary mental calibre. He was what Scotchmen call a 'a man o' wecht'; a representative man; a man who had done brain work; and a man who, he felt convinced, would yet make a figure in the world. Mr. L. then alluded to the power in the hands of teachers, and of the influence they might exercise over the minds of a community. He instanced Dr. Chalmers and Dr. Guthrie, and paid a brilliant and eloquent compliment to the labors of Thomas Carlyle. Above all things he counselled them to cultivate the principle of love, a principle by which all truly great men are governed. Thackeray was a deep, broad, warm-hearted, healthy man, and as such, his writings are worthy of their earnest study. Mr. L. spoke about half an hour, and resumed his seat amidst loud applause. Mr. Mills, on rising, was warmly received. He thanked the audience for the honor done him, and the teachers for their uniform kindness towards him. After some further preliminary remarks he proceeded to discuss the principles that govern society; and the continual struggle going on between denominations and parties. Then on principles that go to form the sects and parties into which mankind are divided; opinion creates them and sympathy strengthens them. Man is governed by interest and passion, hence the strong opposes the weak. Governments frequently become the instrument of tyranny. The same is true of religion. But there is a common ground on which all can meet on friendly terms—our common schools afford it. There is a story told of some shipwrecked mariners who, on being cast on a strange coast, expressed their delight on seeing a gallows, for then they were certain of being in a civilized country. A stranger cast upon our shores and passing through our country, would find instead of gallows, school-houses, and churches, and halls of justice, studded in every corner. These are the proper measures of society, and the symbols of a far higher civilization than a gallows can afford. Mr. M. then spoke of the rapid progress of the country, and of the excellency of its educational institutions. He referred to a remark made by a Canadian Minister (Mr. McGee), that 'ballads and legends afford a better education than our common schools.' He reviewed the ballad literature of Europe—the legends of the Welsh bards, the songs of the troubadours, and the ballads of Spain, and traced their influence over the human intellect. They cultivate imagination at the expense of reason, and awakened a fondness for adventure; manly courage was high, but morals were low. To maintain a proper state of society, it was necessary, he said, that all grades should be educated, and to maintain a proper balance of the mind, literature and the arts and sciences should be cultivated. In the middle ages, learning was almost wholly confined to the monks. The number who gathered to hear their discourses was enormous. Dun Scotus alone had 30,000 pupils at Oxford. The disputes of the schools kept the mind in action. Theology and philosophy were the preservers of that gleaming light around which the darkness so closely pressed. He next adverted to the study of the classics. There are many who oppose their study. There was a time, they say, when their study was necessary, for in them was found the sole learning the world possessed. But now they are no longer needed. Why not substitute Kant and Goethe for Plato and Homer; and Massillon and Mirabeau for Demosthenes and Cicero? The answer may be found in the religious differences of modern times. There are few Protestants or Catholics who would consent to place in the hand of their children the writings of men of an opposing faith; while fewer still would consent to place in their hands the writings of men of no faith whatever. With the classics



no danger of this nature can possibly arise; for no enthusiasm in their study can change a modern christian into an ancient heathen. But to give the mind its best and fittest training, the study of the sciences should be prosecuted. Even light literature should not be neglected. The writings of Dickens and Thackeray should be familiar to every teacher. In conclusion, he urged on teachers the necessity of having some model, not that he should follow it mechanically, but that he should form his character by it. Dr. Arnold was a safe model. No man had done more for the schools of England than he had done. His scholars made a revolution wherever they went. The time might come when his noble fragment of Roman history would be consigned to the dark and dusty alcove of some library, but England could never forget what he accomplished for her schools. Mr. Mills spoke upwards of an hour, and concluded a masterly and philosophical speech in the midst of loud and prolonged cheering.—*Canadian Home Journal*.

## 2. COMPULSORY ATTENDANCE AT SCHOOLS.

The meeting of teachers which was held in the Central School on Saturday last, as appears from our report of their discussions published yesterday, had under consideration a question of very great importance to the educational interests of the Province, viz:—Ought attendance at school to be made compulsory? The question is one which has excited a good deal of attention in times past.

When some years ago the Rev. Dr. Ryerson held a series of conventions throughout Upper Canada with a view to amendments which he proposed to make, specially to the Grammar School Law, the subject of compulsory attendance of pupils at school, or what we take to be the same thing, compulsory education came in for a share of attention. In nearly every case, if we mistake not, the decision of the meetings was in favor of such an amendment to the laws as would make attendance of the public schools compulsory; and the teachers of this county appear to have arrived at a similar decision. No attempt has ever been made to engraft upon the School Law a provision of this kind, and it is perhaps doubtful whether the public mind is educated up to the point which would enable such an attempt to be successfully made. But there is no disputing the fact that the school system of Canada without such provision only partially fulfils the objects contemplated, or covers the ground upon which it can ever be justified.

Considered as an abstract proposition the school system is a violation of the voluntary principle which the people of Canada long struggled for, and at last affirmed by a distinct enactment. As a mere matter of abstract right the state is no more justified in undertaking the secular than it is the religious education of the people. But the former is done upon the ground that the entire community is interested in, and benefited by, the education of each member of that community. This is a proposition which cannot for a moment be disputed. It is abundantly sustained by everyday experience, and by the criminal statistics of our jails and Penitentiaries. Ignorance and crime or poverty almost invariably go hand in hand; and that people which best provides for the education, not simply of a portion but of the entire mass of the community, best ensures its moral well being. It is upon this ground that the school system which taxes the entire community for the education of the children of that community is justified. But the misfortune is that the condition is not, under our present system, fulfilled. The truth is that in our cities and towns especially, that very class which it is most desirable, in view of the general principle, to educate are not educated at all. And it is for this reason that an amendment to the school law, which would ensure the education of all, is imperatively required. That amendment must be in the shape of compulsory education. It is due to those who are taxed for the maintenance of a school system, whether they avail themselves of it or not, that this should be done. And for that reason we view with satisfaction the growing public sentiment in favor of this much needed reform.—*Hamilton Spectator*. See pages 153 and 159.

## V. Biographical Sketches.

### No. 54.—THOMAS SANDILANDS, ESQ.

We sincerely and deeply regret to announce the decease of Thomas Sandilands, Esq., one of the earliest, the oldest, and most justly esteemed inhabitants of Guelph. Mr. Sandilands was born, we believe, in Glasgow, in 1795. Having emigrated to America, he resided for a short time in the United States and subsequently in Toronto, where some of his children died. He became a resident of Guelph in 1832, commenced and carried on business successfully as a storekeeper for over twenty years, and not many years after his

settlement he was appointed local agent of the Gore Bank—the first Bank agency established in Guelph.—*Guelph Herald*.

### No. 55.—AGGUILAHES, OR JOSEPH MARTIN.

Another of the old Indian warriors has gone to his rest, Agguilahess (or Joseph Martin, as he was called in English), was a sturdy war-chief of the Mohawk tribe, who like all his race, was loyal and devoted to the British throne. He was born at the Bay of Quinté in the year 1792. When General Brock came out to this Province to take command of the few troops who were here to defend the colony in 1812, Agguilahess was at Quebec, and having then heard from the General that war was broken out between England and the United States, he hurried back like a true warrior to join his brother chiefs, in rousing up the red men to fight for Britain. Agguilahess was then a young man, robust and active. His rifle might be heard at Queenston, (where the gallant Brock fell,) at Beaver Dam, Cross Road, Chippeway, and Black Creek. He was also with the Indians close to Fort Erie, when the Americans evacuated it, and he witnessed the explosion by which several British soldiers were unfortunately killed. When the rebellion broke out in 1837, the Indians of the Six Nations were again very active in aiding the loyalists. Agguilahess died humbly, expressing his belief in Jesus Christ as the only and all sufficient Saviour, and "fell asleep in him," having a "joy and peace" in that belief. His body was interred in the cemetery at the old Mohawk church, and the funeral was attended by the Revs. Nelles, Elliot, and Roberts, (Indian Missionaries,) and a large number of his people.—*Brantford Courier*.

### No. 56.—SIR GEORGE BROWN, K.C.B.

The *Hibernian* announces the death of this distinguished general. He was born in August, 1790, at Linkwood, near Elgin, Scotland. He entered the army, as ensign in the 43rd regiment, in 1806, and as lieutenant in the same regiment, was present at the bombardment of Copenhagen. He served in the peninsular war, from its beginning, in 1808, to its close, in 1814. At the battle of Talavera he was severely wounded, and at Badajoz was one of the forlorn hope. He was appointed captain in the 85th regiment in 1811; in 1814, was made a lieutenant-colonel, in which position he came to America during the troublous times of that period, and was present at the capture of Washington. Step by step he advanced upward, until in 1851 he became a lieutenant-general. During the Crimean campaign he led the English light division at the battle of the Alma and Inkermann, and took the chief command of the storming party in the first unsuccessful attempt on the Redan. In 1855 he was created a K.C.B., and, in the following year, gazetted "General in the army, for distinguished service in the field." He died at a good age, full of honors, and high in the esteem of his fellow countrymen.—*Leader*.

### No. 57.—PROFESSOR AYTOUN.

William Edmondstone Aytoun, Professor of Rhetoric and Belles Lettres in the University of Edinburgh, and a very eminent Scottish author, died on the 4th of August. He was born at Edinburgh in 1813, was educated at the University of which he afterwards became Professor, and in 1831 gained a prize for the first poem, "Judith." He was called to the Scottish bar in 1840, and in 1845 was appointed by the Crown to the chair of Rhetoric and Belles Lettres in Edinburgh University. In 1852 he was appointed Sheriff of Orkney and Shetland by the Derby Government, as a mark of their consideration for his zealous support to the Conservative cause. It was his literary career which gave him celebrity. He was a contributor for thirty years to *Blackwood* and other magazines, under the *nom de plume*, partly, of Augustus Dunahunner. His ballads, published in connection with Theodore Martin's as the "Bon Gaultier" ballads, gave him a wide fame, aside from his magazine reputation. He published "The Lays of the Scottish Cavaliers," first printed in a collected form in 1856, and now in their 17th edition; "Firmilian: A Spasmodic Tragedy," 1854, an amusing and effective burlesque of the sensational drama; "Bothwell: A Poem," giving an episode in the history of Mary, Queen of Scots, published in 1856; an edition of "The Ballads of Scotland," 1857; lectures on "Poetry and Dramatic Literature," delivered in London in 1853; translations of "Poems and Ballads of Goethe," a joint production with Mr. Theodore Martin; "Norman Sinclair," a novel, first published from *Blackwood's* pages in 1861. He was also the author of some amusing papers, of which the dry and sly humour, perhaps, was best appreciated by his own countrymen, entitled "The Glenmutchkin Railway," a burlesque of the railway mania; "How I stood for the Dreepdaily Burghs," a farcical sketch of electioneering, &c. Professor Aytoun was a D.C.L. of Oxford, and held other academic honours.

## VI. Miscellaneous.

### 1. ARNAULT'S WITHERED LEAF.

In the fables of Antoine Victor Arnault—a French poet of the last century—there is one, well known to the readers of French, which is remarkable for its pathetic simplicity and beauty. It is called the "Withered Leaf," and we quote it from the original :

—De ta tige détachée,  
Pauvre feuille desséchée,  
Où vas-tu ?—Je n'en sais rien.  
L'orage a frappé le chêne  
Qui seni était mon soutien.  
De son inconstante haleine,  
Le zéphyr on l'aquilon  
Depuis ce jour me promène  
De la forêt à la plaine,  
De la montagne au vallon.  
Je vais où le vent me mène,  
Sans me plaindre ou m'effrayer ;  
Je vais où va toute chose,  
Où va la feuille de rose  
Et la feuille de laurier.

Lord Macaulay made the following English version, which is to be found in his latter miscellanies :

Thou poor leaf so sear and frail,  
Sport of every wanton gale.  
Whence, and whither, dost thou fly  
Through this bleak autumnal sky ?  
On a noble oak I grew,  
Green, and broad, and fair to view ;  
But the monarch of the shade  
By the tempest low was laid,  
From that time, I wander o'er  
Wood and valley, hill and moor,  
Whereso'er the wind is blowing,  
Nothing caring, nothing knowing ;  
Thither go I, whither goes  
Glory's laurel, Beauty's rose.

This has the defect of most of Macaulay's writings, of being too rhetorical. Arnault, in his simple lines, has nothing of "black autumnal skies," nor of "noble oaks," nor of "monarch of the shade," nor of "Glory's laurel and Beauty's rose." Fifteen years ago Mr. Bryant tried his hand upon the little poem, with this success :

Faded, severed from thy bough  
Poor leaf ! whither goest thou ?  
Ask me not ; my parent oak  
Lately felt the tempest's stroke,  
Since that moment, every gale,  
From the wood to fields below,  
From the mountain to the vale,  
Bears me on, a withered leaf,  
Whereso'er the wind may blow,  
Wandering without fear or grief,  
I but go where all things go.  
Where the rose's leaf, at last,  
And the laurel leaf are cast.

A later version we find in Miss Edwards's small volume of poetry entitled "Ballads," just published. Here it is :

Parted from thy native bough,  
Whither, whither goest thou,  
Leaflet frail !  
From the oak tree where I grew  
In the vale ;  
From the woods all wet with dew  
Lo ! the wind hath torn me !  
Over hill and plain he flew,  
And hither he hath borne me.  
With him wandering for aye,  
Until he forsakes me,  
I with many others stray,  
Heedless where he takes me :  
Where the leaf of laurel goes,  
And the leaflet of the rose.

—N. Y. Post.

### 2. AUTUMN.

The autumn has again come with its fruits and their associated joyousness. The golden harvests which have been gathered by the farmer are comparatively abundant, and raise his hopes for the

future, while they lighten the burdens of the present. All the associations of this season are of a deeply interesting nature. The bounties with which the Almighty Giver of all good has loaded the earth for the sustenance of his creatures, tend to fill the land with gladness, and suggest to man the duty of benevolence to his less fortunate brother, and thankfulness to his Maker. The forest foliage is beginning to assume those exquisitely beautiful tints which are so marked a feature of American forest scenery. We know of nothing more gorgeously splendid than the blending of the purple, the yellow, the crimson, the green, and the many shades and tints exhibited to the eye in a woodland walk, at this calm and delicious season. Here and there the leaves are silently and solemnly falling, teaching thoughtless man lessons of wisdom, whispering to him that he too is mortal, and will fade and fall as a forest leaf. Spring may be the season of hope and faith and cheerfulness, but Autumn is specially suited to fill the heart with thankfulness, while it forces the mind, spite of itself, into a sober, serious, and religious mood. It seems to say to us, though the Great and Good Being who fructifies the earth, gives you plenty, and fills your barns and store-houses to overflowing, yet remember that you are mortal, repress all feelings of pride and self-sufficiency, for as the leaves on the trees and the flowers in the fields are fading and passing away, so you will fade and pass away from this beautiful earth. Do good while you may, that your memory may live and produce upon the minds of those who are left impressions as delicious and abiding as those produced by a forest landscape in the setting sun.

O Autumn ! we love thee—we love to contemplate thy beauties. We love to look upon the last lingering aster by the roadside, the bright golden *solidago* attempting to defy the power of the frost to mar its beauty, and the last modest little blue bell, quietly fulfilling its mission by the mossy woodland path. There is a power, a loveliness in nature at this season, which words are inadequate to express. Reader,—go and enjoy its glories, for the Winter cometh apace.—*Norfolk Messenger*.

### 3. AUTUMN LEAVES.

The glory of autumn beauty is fast fading, after a reign of about a fortnight. The colors of the maples and other trees this year have been as bright and varied as we have ever seen them, and, even yet, though many trees are almost bare, the color of the woods is exquisite. Crimson, scarlet, marone, purple, brown, orange, yellow, and green are blended with a richness of effect that no human skill could rival, and any picture of which would be deemed most unnatural by those who have never been in North America in autumn. The bright colors of these leaves, the result not of frost or fading, but of ripening, just as fruit becomes bright when ripe (as Thoreau clearly pointed out), are attracting the attention they deserve, for wherever there are rows of maple trees young ladies may be seen busily gathering the finest specimens of the fallen leaves, doubtless, for artistic purposes. It is to be wished that a much larger proportion of the people could drink in delight from the contemplation of the remarkable beauties of our autumn, as the pleasure, though it costs nothing, is of a high order, and wholly unalloyed with evil. The cultivation of the sense of the beautiful is, indeed, a great and permanent source of gratification.—*Montreal Witness*.

## VII. Educational Intelligence.

—COUNTY WENTWORTH TEACHERS' ASSOCIATION.—The quarterly meeting of this body took place on the 1st ult. in the Central school. The President, the Rev. Dr. Ormiston, occupied the chair. The subject discussed was "The best method of dealing with indolent pupils." Messrs. Froud, of Hamilton, King, of Barton, McKee, of Dundas, Anderson, of Paris, Ewan, of West Flamboro, and several others took part in the discussion. The president in summing up, said that indolence in pupils might arise from three sources, either from the nature of the pupil himself, from the influence to which he is subjected while out of school, or from incapacity in the teacher. From the first two of these the only practical remedy lay in direct personal exertion on the part of the teacher to rouse the pupil and obtain the co-operation of his parents. Mr. McCallum's essay, read at last meeting on "School Discipline," was then taken up and discussed. The view of the essayist—that corporeal punishment is occasionally beneficial and actually necessary,—was generally concurred in. Mr. J. H. Smith, of Greensville, West Flamboro, then read an essay on the "Science of Education." It was a well prepared paper, and concluded with an eloquent appeal to the teachers to take into frequent consideration the importance of the work in which they are engaged. After this, Mr. J. B. Smith, of

Hamilton, gave an illustration of his method of teaching reading, followed by a recitation of the "Main Track," by Sargeant. After some further proceedings of an interesting character to teachers, the association adjourned.—*Leader Correspondence.* See page 153.

— **QUEEN'S UNIVERSITY, KINGSTON.**—Degrees were recently conferred upon a number of gentlemen who had completed their course of instruction in the medical department of the college. The following is an alphabetical list of the graduates, and of students who have passed the primary examinations. It has been obtained from the secretary:—Doctors of Medicine.—John Agnew, B.A., Kingston; Alexander Bell, Bath; John Bigham, Orono; Surgeon Major Bowen, Rifle Brigade; George Deane, Trenton; Thomas T. O. Hartson, Selkirk; David Heggie, Brampton; Alfred J. Horsey, Kingston; Edwin H. Kertland, Wolfe Island; John Massie, Seymour; Alexander McLaren, Williamstown; James B. Morden, Bloomfield; James Neish, Kingston; Richard A. Reeve, B.A., Toronto; Thomas B. Tracy, Kingston; William J. Weekes, Lyn. John Bell, B.A., also passed the necessary examinations, and will receive the degree on reaching the required age of 21 years. Primary students.—The following students passed the primary examination:—Alfred Armstrong, Kingston; William Beattie, Kingston; Joseph Campbell, Perth; Charles Lake, Murvale; James Summerville, Kingston.

— **QUEEN'S UNIVERSITY.**—The academic session of Queen's University and College commenced on the 27th ult. The Rev. Principal Snodgrass, after the opening prayer, welcomed the return of the students and the advent of the new-comers. He referred to the passage of the new Grammar School Act which provides that Head Masters of Grammar Schools must have a degree from some University of the British dominions. The new Medical Act provides for the registration of properly qualified medical practitioners, and inaugurates a uniform system of matriculation and examination at the medical colleges. Dr. Williamson, Professor of Mathematics and Natural Philosophy, delivered an address, academical in its character, on the advantages of the study of Mathematics and Physical Science. The proceedings lasted about an hour, when the assemblage was dismissed with a benediction by the Principal.—*Chronicle and News.*

— **VICTORIA UNIVERSITY.**—The Fall term of this well-known and eminently useful institution was opened on the 1st ult. At the appointed time, the students began to re-assemble,—old members to report themselves, and new ones to claim a share of recognition and sympathy in the arduous task of plodding for an education. We congratulate them, however, on this first step they have taken, and on the fact that they have now the assistance of able professors and teachers, kind and forbearing in their disposition, well qualified to help them, and willing at once to work with them and to make them work. The course of instruction in this University is not surpassed by that of any other on the continent, and students have now every facility for the requirement of a first-class education. We are pleased to understand that during the recent vacation, arrangements have been effected, in the classification and other particulars, which will render still more efficient the operations of the University; and we hope the educational advantages now offered may prove a stimulus to those who have come, and commend the institution still more fully to the confidence of the public. We are glad, also, to see that notwithstanding the hardness of the times, the College is still well sustained, the attendance being about as large as that of former years.—*Cobourg World.*

— **THE BELLEVILLE SEMINARY.**—From a letter to the *Advocate* from the Rev. Mr. Sheppard, we learn that the debt to day on the Seminary, if nothing had been paid on it, would have been \$49,557, whereas it has been actually reduced from \$24,123 to \$16,918, showing that there has been raised and paid out since July 1st, 1859, the sum of \$32,644. Surely this ought to satisfy, and no doubt will satisfy every reasonable person, that those who have had the management of the business have dealt faithfully in the matter.

— **EPISCOPAL CHURCH SCHOOL FOR GIRLS.**—Following up a project submitted to the Church of England Synod last June, a committee meeting of members of the Synod was held in this city, a day or two since, to consider the desirableness of establishing, in Toronto, an Episcopal church school for girls, and for the education of daughters of the clergy. The committee was well attended, as considerable interest is felt in the movement by the Episcopalians. After an interesting discussion, a sub-committee to consider the whole matter was appointed, to report as soon as sufficient satisfactory information can be collected, so as to enable the present committee to prepare a practical scheme for the adoption of the

Synod. We believe it is the intention of the general committee to submit a preliminary prospectus to the clergy and laity, with a view to invite discussion on the subject, and to secure as large an influence as possible in favor of the scheme. Our readers will remember that a plan was proposed by Mr. Brooke (one of the city board of school trustees), last spring, to establish a high school for girls, and one, we believe, for boys, by the board. The school law gives the board full power to establish such schools; and we are surprised that no further effort has been made to realize the wishes of a great many of the rate-payers on the subject. Other parties, we see, are moving in this direction.—*Leader.*

— **IN MEMORIAM: REV. R. FLOOD, M.A., LOCAL SUPERINTENDENT, DELAWARE.**—The Board of Public Instruction of the County of Middlesex, in reverent submission to the righteous disposal of the Most High, acknowledges its loss by death of the Reverend Richard Flood, M. A., Delaware. This Board appreciates the many excellencies which shone brightly in the character of the departed. To all he cherished and manifested a generous and fatherly spirit. A man of sound and highly cultivated intellect, he delighted to lay out his talents and acquirements in the advancement of general education. He was chairman of this Board since the Bishop of Huron withdrew his attendance. He willingly accepted a competent and important proportion of the Board, and as long as health permitted was exemplary in the punctuality of his attendance. His candour and kindness not only endeared him to all the Members of the Board, but secured the respect of the candidates who submitted to his examinations. It was his delight to draw out the proofs of their literary qualifications and their aptness to teach. The Members of this Board who had the happiness to be acquainted with the Reverend Mr. Flood, will long retain a lively impression of his gentle and loving intercourse with them in the discharge of the responsible duties publicly entrusted to them.—JOHN MCLAREN, Chairman; JAMES SKINNER, Secretary.—*Communicated.*

#### USE OF AMERICAN GEOGRAPHIES ILLEGAL.

According to previous notice, the Council of Public Instruction has withdrawn its sanction to the use of Morse's Geography in any of the public schools of Upper Canada. Hereafter it will not be lawful (after the copies now in actual use in any school are worn out) to use either Morse's or any other American geography in either the Grammar or Common Schools of Upper Canada. A violation of this order in any case will render liable the school concerned to the loss of its share in the Grammar School Fund or Legislative School grant, as the case may be.

#### BOOKS APPROVED BY THE COUNCIL OF PUBLIC INSTRUCTION FOR USE IN THE SCHOOLS OF UPPER CANADA.

The following books, published in Canada, have been approved and recommended by the Council of Public Instruction for use in the Grammar and Common Schools of Upper Canada:—

Sangster's National Arithmetic, in Theory and Practice, adapted to the Decimal Currency.

Sangster's Elementary Arithmetic, in Decimal Currency.

Sangster's Elementary Treatise on Algebra.

Lovell's General Geography; by J. George Hodgins, LL.B.

Easy Lessons in General Geography; by ditto.

School History of Canada and the other British North American Provinces; by ditto.

#### ADAM MILLER'S CHEAP SCHOOL BOOKS.

BULLION'S Analytical and Practical English Grammar, 50 cents. Introduction to ditto, 25 cents. Stoddard's Juvenile Mental Arithmetic, 18 cents. Stoddard's American Intellectual Arithmetic, 20 cents.

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All communications to be addressed to J. GEORGE HODGINS, LL.B. *Education Office, Toronto.*

# JOURNAL OF

Upper



# EDUCATION,

Canada.

VOL. XVIII.

TORONTO: NOVEMBER, 1865.

No. 11.

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## THE FREE PUBLIC SCHOOL LIBRARIES IN UPPER CANADA.

As the reading season, in connection with our Free Public School Libraries is now at hand, we have inserted in this number of the *Journal of Education*, for the information of Trustees and Teachers, a series of articles, or papers bearing upon the subject of libraries and library books.

We would especially call attention to those papers on page 162 which refer to the inevitable connection between the reading of sensational literature and crime. The proof of this ruinous connection between pernicious reading and youthful crime is but too evident not only in England and the United States, but also in our own country.\* Recently, a mania for theft and other kindred

\* As an illustration of this statement we would direct the attention of our readers to an article on this subject in the *Journal of Education* for April, 1861, in which cases which occurred in Canada are cited. We would also remind our readers of the instances of youthful crime which recently occurred at London and other parts of Canada, and which may most probably be accounted for in like manner,—as well as a familiarity with discharged convicts, as stated by the judge. A late number of the *London Prototype* says:—"The present year has developed an amount of crime in our midst which, we fancy, few imagined could exist. . . . But even looking at the city calendar solely, we find a record alarming enough; and in every case, we believe, the criminals were young men—and in some instances, sons of most respectable people. It was, we are told, a melancholy spectacle to see such an array of well-dressed, good-looking young men as stood in the dock on the closing day of the assizes, when Mr. Justice Hagarty was called on to pass the sentences. The learned judge himself commented freely and feelingly on the great increase of

crimes seemed to have possessed, not in all cases, the poor and ignorant, but, the youth of some of the more respectable and well educated families in the community. This depraved taste, and extraordinary fancy for crime seems to have been fostered to a lamentable extent by a familiarity with the daily records of the police-court, or with the recitals of successful crime prepared by professional writers of that class of criminal literature.

It is true that the facilities for religious instructions in the schools are ample; and that in Toronto, Hamilton, and all over Upper Canada, advantage is fully taken of those facilities; but such instruction, if not followed up, or if it is permitted to be neutralised by other adverse influences, caused by neglect to provide library books of a sound, moral, or healthful tone, then it is clear that an evil is growing up among us which should be checked without delay.

It must be obvious to every one who reflects for a moment on this subject, that if in our schools, boys are given a taste for reading and learning, it is unreasonable, not to say reprehensible, for the school authorities not to provide a supply of pure and healthy reading for gratifying those intellectual tastes which have been thus designedly created. To permit boys, whose desire for books and reading has been fostered, to select such works as they see fit, is to leave them open to most dangerous influences; for often the reading of the bad and disreputable books, which are to be found on so many of the book stalls, affords their unsophisticated natures the highest gratification. The taste thus vitiated grows by what it feeds upon; and the descent, it is well known, is easy from familiarity with the overwrought pictures of imaginary crime to the actual perpetration of it. The case of young Harter at Brockville, as given in this *Journal* for April, 1861, and the English cases mentioned on page 162 of this number, afford a painful proof of this.

It is, therefore, a serious responsibility which rests upon trustees to provide for this inevitable want in the school-room—a want which is inseparable from the very training which they are giving to the pupils. To meet this pressing necessity every

crime observable in a class of young men from whom much better things might be expected. 'It has been,' he said, 'a subject of remark to him that a great number of decent looking young men in Toronto seemed to be leading lives of infamy; and he was sorry to say their ranks were increasing. They were not of the lowest but of the better classes—young men who had indulgent parents, comfortable houses, enough to eat and drink, but who abandoned themselves to the most idle, dissolute and intemperate courses.' This is an ominous state of affairs. . . . That the educated respectable classes of society should send so many criminals abroad, and those, too, of the worst stamp, is a new and surprising feature of our social system."

facility has been given to trustees by the Educational Department to furnish their schools with suitable library books at the least possible cost to the neighborhood. It is gratifying to know that so many of the trustees have cheerfully availed themselves of these facilities, but still there are yet many parts of the country in which no free public school libraries have yet been established. From an interesting library map of Upper Canada, recently compiled in the Educational Department, it is curious to see how whole districts of the newer parts of the country have largely availed themselves of their library privileges, while many of the older parts have literally done nothing at all. What may be the future fate of the children of the schools thus deprived of the blessing and companionship of good books during the long winter evenings, it is difficult to tell; but the risk in their case is more than should be incurred by intelligent parents or trustees.

## II. Papers on Youthful Crime and its causes.

### 1. YOUTHFUL CRIME AND CHEAP PERIODICALS.

It was Sir Walter Scott who, according to Lockhart's *Life* of him, said, that to teach a child to read and then not to provide books for him, was like teaching a person to seek good food, and then bring him to an empty larder. Sir Walter's own beautiful writings undoubtedly helped to banish the trashy novels—the *Pamelas*, &c. of a former age, wherefore we respect his memory; but the two cases which he mentions differ greatly. A child who has been taught to read, and to love reading, if not supplied with books or papers that are good, will exercise his power on those that are bad. Reading of some kind he must and will have. His is not, as in the case of the hungry person, a question between food and no food, but it is a question between good reading and bad reading. How often, when walking the streets of this great metropolis, if you are only moderately observant, may you see youths, evidently intelligent in countenance, quick in sensibility, their arms entwined around each other's neck, dead to all outward signs of life, to the passing crowd, to the roll of vehicles, to the flowing tide of business, gazing intently into a shop window, where hang many cheap periodicals, adorned with rough woodcuts, setting before the bodily eye the burden of the letterpress, which relates how deeds of violence were done without detection, how a free and easy way of life was secured by some bold stroke for money, and how the assertors of the law were outwitted and baffled by an unscrupulous use of nerve. No one will say that the children whose attention is bound and taste fascinated by such literature as is here described, do not slowly imbibe poison. Yet they have been taught and well taught, in Church schools, perhaps, and having the power of reading given to them, they exercise it. The Church is liberal towards her children. It is not her fault if any of them grow up in ignorance. She spends large sums of money on schools, colleges, teachers, books. But the church leaves too much to the enterprise of private publishers, when she neglects the work of publishing cheap periodicals for children. Private publishers have one object, and only one, namely, to sell their publications and make money, and they will accomplish their object by following, but not creating, the public taste. Of course the result is certain. We have the cheapest editions of *Jack Sheppard*, and a succession of such books as *Charley Wag*. The poison is first set flowing in towns, but it soon affects villages. We have endeavoured on every suitable occasion to draw attention in this *Paper* to the evil which we deplore. Proofs of the evil are not wanting. One was furnished a few days ago.

"*Robbery by a Page*.—Wm. James Faver, page in the service of Lady Caroline Thynne, of No. 15A Upper Brook Street, Grosvenor Square, was charged before Mr. Knox with stealing some gold bracelets and a quantity of other property, belonging to her ladyship.—Serjeant John Mulvaney, 24 A, said: "On the 21st instant I went to the residence of Lady Caroline Thynne, 15A Upper Brook Street, and found that the prisoner, who was page in her ladyship's service, had absconded, taking with him a quantity of jewellery and other valuable property. I found the woodwork of a drawer had been cut and forced. Yesterday, from information I had received from the superintendent of police at Dover, I went there, and took the prisoner into custody. On telling him the charge, he said it was all true, and that he had done it through reading the *Life of Jack Sheppard*. On searching his box I found in it the book in question. If remanded I shall be able to produce the whole of the property."—The prisoner: I have no question to ask. It is all true.—Mr. Knox remanded the prisoner."

William James Faver fell a victim to the *Life of Jack Sheppard*, but he is not a solitary instance of the debasing effect of a great mass of the current cheap literature. *Charley Wag*, the *Wild Boys of London*, and other cheap publications, are quietly doing their inevitable work, working out a vast plan of demoralisation. Ed. Breese fell a victim in the following week.

"*Attempt to set Fire to a House*.—Edward Breese, a youth of fifteen, was charged with attempting to set fire to his master's premises, 523 Oxford Street.—Mr. W. Andrews, the prosecutor, deposed that he was a tailor, and the prisoner was a porter in his employ at eight shillings a week and his board and lodging. He had been about four months in his situation. Having missed a considerable quantity of cloth, &c., he had lately suspected the prisoner of robbing him, and this impression was confirmed by his seeing the boy with a silk handkerchief in his possession belonging to witness. This was on Sunday. He told the boy he must go, and on Monday morning at about eleven o'clock he placed a placard in his window, intimating that another lad was wanted. Shortly after this there was a strong smell of smoke all over the house, and on going to the shop he asked prisoner what was the cause of it. He said he did not know. Witness then proceeded down stairs to the back kitchen, and found that the smoke proceeded from a little room under the shop, a dresser which was still burning and very much charred. He then accused the boy of having purposely set fire to the place, and he denied it; but he afterwards admitted the fact, saying that he set light to it with some paper. Witness, reflecting upon the serious nature of the offence, thought it his duty to give the boy into custody, although he had previously told him that he should simply discharge him. Such was the position of the dresser, that if the flames had been fanned by a draught, the whole house must have been speedily burnt down. I told him I should let him go before he confessed, but I afterwards considered that I was wrong in letting him off.—Police constable 42 E said he found the dresser charred and burnt for about three feet, as described by Mr. Andrews. The boy admitted that he did it to be revenged upon his master for having given him notice to leave. He found that the prisoner had been in the constant habit of reading such publications as *Charley Wag*, the *Wild Boys of London*, and other cheap publications, several copies of which he found in the boy's possession, (produced). The prisoner, on being asked if he had anything to say to the charge, replied, without any sign of contrition, 'nothing.'—Mr. Flowers: I must remand him for a week, and consider how I shall deal with the case."

Surely cheap periodicals, to counteract the bad ones, which are now so numerous, ought to be issued by the organs of the Church; and when issued, ought to be patronised, encouraged, and circulated in every possible way. While we have one such periodical, for example, as *Pleasant Hours*, we ought to have half-a-dozen. It ought to be possible to furnish reading as fascinating and powerful in an opposite direction, as *Jack Sheppard*. There surely must be and is a simple, manly, affecting way of telling a tale, and the story of a life, and as good a mode of relating an adventure, as are to be found in any bad periodical. But the great fault of most persons who write for good periodicals is, that they are either too sermonly, or else witty, without the power of being such, and hence they become too smart, too flippant, and therefore unreal; or the style which they adopt on paper is so mawkish, so enfeebling, that the reader, however young, feels that he is in an artificial atmosphere. He is made sad. He cannot sympathise with sorrows which are as the sorrows of babyhood; he pines for something more chilling and real, like a man who is condemned to spend hours, on a hot evening, in a crowded saloon, when he thinks of the cold bath at home which would restore him. This question of cheap Church periodicals is important. May such periodicals be multiplied, and when multiplied, encouraged!

This is our earnest wish. The object is pressing. The influences of the schools are being undermined. We want many good cheap periodicals to counteract the effects of bad ones; but the writing in such should be manly while it is simple. In one word, it must be real.

### 2. PERNICIOUS READING FOR BOYS WHO CAN READ.

A few weeks ago, a boy was charged with stealing an article of small value, and one such as boys would scarcely begin to take. The little fellow was bright and intelligent. There was a natural ingenuousness in him which was engaging. Yet he stood at the bar of the police court, a thief! He was not poverty stricken. Idle fellows had not used him as their easy tool, and deserted him when he became their "conscript on whom the lot fell." Kind relatives, to save their pockets, had not turned him out upon a stirring world. He had a home humble and obscure, down a



dingy back street; and it seems to have been as comfortable as poor working people in the city could make it. This was his first crime, and neither want, ignorance, nor bad company had led him to it. How then shall we explain this little fellow's declension? In one sense it is fortunate that the knitted brow, stern countenance, and sharp questioning of the magistrate forced from the youth the truth. The boy had been a diligent student in the annals of crime. Lives of pirates, thieves, footpads, and highwaymen had kindled in his breast a fiery admiration of their deeds, and he was beginning to imitate the heroes whose adventures he had studied, when fortunately the law stepped in and stopped him, just when he had passed across the threshold of crime.

It is a well-known fact that every week or month the printing press supplies, at a low cost, a mass of reading which may be termed criminal literature. It is used in numbers, very cheap, and its attractiveness is increased by a profusion of wood-cuts. The heroes who figure in the criminal calendar are described with a power, spirit, and piquancy worthy of a better theme, and this criminal literature, lying in a fascinating way in the windows of shops in cities and towns, is eagerly bought up and as eagerly read. In winter evenings, when snow falls, and blustering winds outside, shake the door fastenings, and youths are confined to the house, these penny or half-penny numbers are brought out to be thumbed and pored over, nay devoured; and as they are periodically issued, they are always replenished. Even if there be no candle, the fire light falls flickering upon the page, stirring the wood-cuts into life almost, and the very room seems to the young reader to be peopled by heroes in the work of crime. There is a grim fascination in this class of literature—an almost Satanic influence about it, and even older and better readers may think themselves fortunate if it leaves not a poison behind.

The law has not prohibited this kind of literature, and will not do so; but it is surely true wisdom to provide an antidote to the poison which lies at its heart's core. If the young are taught to read, it surely is necessary that they should have good reading, and not poisonous literature, for their spare hours. At the same time the reading should be such as will make spare hours pleasant hours, otherwise Jack Sheppard and Dick Turpin will assuredly be pressed into service. It is not by filling books intended for spare hours with scientific descriptions of levers, wedges, syphons, tubes and telescopes, or by describing a cat and labelling it the *felis domesticus* of Linnæus, that Dick Turpin is to be kept out of the minds of the young. This can be done in treatises to be studied. The young want something in spare hours which they can read.

Here it may be noticed that periodicals are for this purpose superior to books. Books are now cheap and numerous; but when read through once or twice their novelty and interest pass away, and books are not easily replenished. Periodicals, however, coming often, have a freshness which is their charm, if so be that they are simple and attractive in style, and the subjects presented therein are wisely chosen.—*National Society's Monthly Paper*.

### 3. EFFECTS OF NOVEL READING IN BELMONT.

Some months ago, when the "Gift-book enterprise" was more in vogue than at present, an influx of trashy American literature and sensation novels took place into this country. One of the latter class, bearing the enticing title of the "Scalp Hunter," found its way to the domicile of a young farmer residing in Belmont. Eagerly devouring its contents, his mind became filled with exciting incidents and hair-breadth escapes, in which red men and bow-knives figured conspicuously. Unaccustomed to this kind of mental pabulum, what wonder that the subject was re-produced in his dreams, and that, in the quiet night, with his wife and babe slumbering peacefully beside him, he seized the partner of his bosom by the throat, and, with desperate clutch, imbedded his nails around her wind-pipe, threatening speedy strangulation. The cries of the awakened babe happily recalled him to wakefulness, and saved his loving spouse from further injury; who, we may be sure, by no means relished being choked and scalped in lieu of the red man of the woods. One woe was passed, but another was to come. On the second night, the excited man, deeming himself again among his wily foes, repeated the operation, but, happily, with no more fatal effect. The third time is said to bring the charm, and the suffering wife, unwilling to trust the fatal number, introduced her mother to the scene, to do watch and ward, lest more serious consequences might ensue. MORAL.—Beware of trashy stories and sensation novels.—*Peterborough Review*.

### 4. THE ARCHBISHOP OF YORK ON WORKS OF FICTION.

At a soiree in Huddersfield, on October 31st., the Archbishop of York spoke of the daily educational influence exerted by books and periodicals at the present day, and how the teachings supplied at

school were supplemented by the teachings which each one gained for himself from the literature he had access to. He defined useful study as that which enlarged their sympathies for their fellow-creatures over the whole world, and which enlarged their knowledge of the world as it was governed by God. In order to understand what useful reading was, he thought he might venture to look at what was useless reading. Every working-man would be likely to fall in, no doubt, with the newspaper for one thing; and, for another, with those stimulating narratives which went now by the somewhat barbarous term of "sensational stories." These sensational stories were tales which aimed at this effect, simply: of exciting in the mind some deep feeling of over-wrought interest, by the means of some terrible passion or crime. They went to persuade people that in almost every one of the well-ordered houses of their neighbours there was a skeleton shut up in some cupboard; that their comfortable and easy-looking neighbour had in his breast a secret story which he was always going about trying to conceal; that there was something about a real will registered in Doctors' Commons and a false will that at some proper moment would tumble out of some broken bureau and bring about the denouement which the author wished to achieve. This was the sort of food supplied in almost every kind of publication, from the penny story to larger and more important works. In point of truth they entirely failed; they gave distorted views of nature, and while they enlarged upon its crimes and weaknesses, forgot the rich chapter of silent homely sympathies, the pious mothers training their children, their secret nightly prayers for them, and the hints and helps to duty which they strewed in the paths of these children. Such as these were not stimulating enough. Always they would observe in this kind of fiction some great passion was supposed to take possession of a man; it was love, or jealousy, or what not, and it was enough to state that the man was stricken by this passion to be sure that his destruction was settled beforehand by the writer of the fiction, and that there was no possibility of escape. If he was not greatly mistaken, this tone had strongly reacted upon society itself, and in some of the great crimes perpetrated he seemed to see the influence of this kind of feeling. And it was also false because of its associating crime with a certain grand strength. It was some great and strong or beautiful person who was generally the hero or heroine of these tales of horror.—Could they suppose anything more dangerous to the young and to the weak and half-formed mind than the contemplation of this kind of creation of the writer? It was entirely false. Some of them had read that day the conclusion of one of those tragedies in the conviction of a most miserable man for a most atrocious murder. But there he thought there was indeed a moral, for in the first place detection has followed guilt, and in the second place they had laid before them the weakness and the contemptible folly and misery of such a crime as that of which they had read the history. It would be found invariably, he might say, that crime was the offspring of a broken nature, not of a nature in its strength. Our emotions were given us for a practical end, and apart from any other bad result whatever, he was sure that the working constantly upon peoples' emotions, without giving them the opportunity to put in practice what the emotion suggested, was itself a great evil, because it wore out the man in the finer part, and he was, so to speak, jaded and palled, and unfit to do the thing which he was intended by his Maker to do. The object of education was practical truth. They were being taught by every day, by every book they read, even though they did not agree with it—taught by every social influence brought to bear upon them, and by every opportunity of good when they made use of it.—*Montreal Witness*.

### 5. YOUNG MEN AND THEIR READINGS.

At this season of the year, when the lengthened night affords to our mechanics, artisans, and general toiling populations, leisure and opportunities unknown to the busier and more exhausting months of summer, it may not be considered as out of place if we offer a few suggestions upon a subject perhaps not sufficiently pondered. Few there are of the class referred to, who have not facilities, more or less, for vast mental and moral improvement; and it would seem that nothing tends with greater directness to this devoutly to be wished consummation, than an enlarged acquaintance with our soundest literature. Were but a portion of the time which is so studiously devoted to less worthy, not to say questionable pursuits, but once and fairly redeemed, and turned into self-improving material, the ultimate effect upon personal and social life would be at once both marked and beautiful. And more especially does this subject assume an aspect of importance when viewed in its relation to the young men of our Church, to whose increasing moral power, and to whose growing religious influence she is looking forward with such yearning anxiety.

Whatever tends to the expansion of the human intellect, the refinement of sensibility, and the augmentation of mind power, must

be regarded evermore as a mighty moral and social force. We live in an intensely active and enquiring age, and the great cry of the mighty masses of society is "Give us mental aliment." This anxiety is both natural and relevant, and is in perfect keeping with the original constitution of the human mind. It has also come to pass that no very vigorous intellectual life can now be lived without great indebtedness to books. If a man be known as a thoughtful, earnest, appreciating lover of books, and often asking their counsel, he will be held as a lover of wisdom; or at least, his interest in books will be considered as a pleasing sign of self-improving character. Full culture of the individual would seem impossible without the aid they alone can impart. A life of immense power, of thought and action is ever associated with our highest literature. Books enlarge, enlighten, improve, and empower us. The mind of the writer has laid its affluence of thought, recollection and hope at our feet. We are by sweet and silent contact brought to sympathize with loftier minds; excitement, freedom, energy are the result. Old mental limits are defied, old bondages crumble, and holding high the franchise of our individual liberty we step to higher thought and deeper intuition; and in laying aside our old self, assume a new and sprightlier manliness. Others, in offering us *their* worth reveal to us our own. Plato is mightier than Cæsar, and the pen of the thinker than embattled battalions. Thrones and coronets, palaces and pyramids, rocks and mountains, are weaker than the world's best books.

But *reading* is a work of Herculean labour, and the reader must come to his book with a purpose, strong, determined, and persevering if he would read with the highest result. Reading in the highest sense, is as necessarily a work of labor and solitude as is earnest thought. Deep mental life seeks seclusion, hides most purposely from vulgar gaze that alone it may struggle for a body and a development. So it is with reading; read alone we must, with pains, with patience, with oft-returning glance, for reaching full effect upon our higher being. In reading a great and good book, we come in contact with a great and benevolent mind. The book itself was not a momentary growth, a mere efflorescence, but the result of close-bent, hard-strained, oft-foiled agony and effort. If then we would fully embrace thoughts thus painful and agonistic in their birth, it is by no means a great thing that we should patiently, earnestly, anxiously seek their mastery and appropriation. Our thoughts will never rise to the height of the author's we read, unless we are prepared to toil where they toiled, to groan where they groaned, and to writhe where they agonized.

The merely desultory reader seldom benefits either himself or others. By all he thus does he impairs his faculties, and teaches his memory to become treacherous. He reads much but knows little, his little "becomes beautifully less," until he becomes an absolute stranger to earnest and concentrated thought. His mind is always too much in haste to think, or reflect, or deliberate; he merely seeks to skim the surface, and, hence, he robs himself of the ability either to satisfy or reverse the assumptions and conclusions of others. His memory becomes inert, his imagination folds its wings, his judgment droops and wilts, he feels a momentary flash, and all is gone forever.

Thus all the ends of reading are perverted; the price of knowledge, of wisdom, of endless delight is in the hands of a fool, and the poor fool has nothing to show for his pains. It is an ominous augury when a young man can sit down and devour a "New York Ledger," a sickly tale, or the "last novel," with the zest of a hungry hunter, and yet fight shy of a thoughtful and elevating book. But unhappily the rage for novels, romances, legendary tales, and plays; together with comic renderings, though by professionals and even famous readers, is too general to be considered less, even in Canada, than a great social blemish. It has become a moral blight which overspreads the land; and which blasts the blossoms of virtue withers every natural feeling and benevolent principle, every serious thought and religious purpose, and unfits the soul for everything important, dignified or divine. This "rage" has the lamentable effect of keeping the fancy awake, and the understanding asleep, of paralyzing the mind; and, after having rendered its deluded votaries totally incapable of all useful effort and painstaking practice in this life, consigns them over to irretrievable ruin in the life which is to come. There can be nothing more destructive in its nature or in its tendencies more inimical to the best interests of the public and the individual, than this general and deeply rooted passion for books of fiction, and exhibitions of a similar character.

Every determined, judicious self-improver, has faculty enough to become a good reader. His object being power, stability, force of thought, "though baffled oft," he wins the prize. Reading becomes a mighty instrument by which he throws a new complexion over his moral history, and secures to himself an ever increasing vigour of soul. Public, boundless, and unending sympathies attach to the wise and earnest reader. In no partial, circumscribed, or partisan spirit can he, without self-reproach, permit himself to live.

Books are the highest representative value of the world; and the age has gathered around us the amplest treasures of thought, and opened the proudest mines of intellectual affluence. Let our young men penetrate the surface, become familiar with the venerable and everlasting thoughts of the great Classic of our own tongue, master our mighty theological standard? and taking Isaiah and Paul by the hand scale the battlements of the loftiest truth, and touch the highest standard of the Man. We may refer to this subject again.—*Christian Guardian*.

## 6. EDUCATION AND ABSENCE OF CRIME IN PETERBOROUGH.

At the recent Court of Assizes in Peterborough, the Hon. Chief Justice Draper, in his address to the Grand Jury, alluded to the fact that the present was the third time in which there was no criminal business, or none of serious import in this court. This happy circumstance might perhaps in part be attributed to the freedom from vice and impunity, from temptation which in rural districts existed to a greater degree than among the crowded population of cities. It was also to some extent owing to the extension of Education, and the tone of moral improvement which accompanies it. He would not say, however, that mere cultivation of the intellect would suffice. There must also be the knowledge and practice of the obligations of virtue and morality, and he inferred that to the influence of these in this community must be attributed the absence of crime which exists in other parts of the country.

## III. Papers on Reading and its influence.

### 1. BOOKS AS A MEANS OF DOING GOOD.

A method of doing good which is little appreciated by most Christians, is that of promoting the circulation of religious books. Not everyone has the ability or opportunity to bring the truth personally to those who need it, but he may put into use books, tracts, and papers, which present the choicest thoughts of the most gifted minds. We are acquainted with not a few instances where much good has been accomplished in this way.

In some cases pastors keep a supply of the best practical books to loan to the young and others who could not otherwise have access to them. We know cases where the same thing is done by pastors' wives, for the young ladies of their parishes. Some persons keep supplies of envelope tracts, which they enclose with letters of business to their correspondents. In hundreds of ways, and at a very trifling expense, one who loves to do good can thus address to his fellow-men the words which, with God's blessing, may save the soul.

We have been led to these remarks by a letter from a most estimable lady in one of our seminaries, describing the value of books as an auxiliary to the religious instructions of the institution, especially in time of revival. We take the liberty of subjoining it, as suggestive of what might be done by multitudes if they would employ the like instrumentality.

March 8th., 1864.—"My Dear Sir:—Had I known that the Lord told you I had need of 'Jerry and his Friends,' I should ere this have thanked you for obeying his voice in sending it to me. But I think it is not too late, even now, to thank you; and certainly not too late to tell you how much I value it, because I can use it so well in the service of the blessed Lord. I shall take great pleasure in securing the reading of it among our young ladies, and expect thereby to get it into many Sabbath-school libraries. I am thankful to see a book of this description, that is so distinguishing in regard to conversion. It is a pearl of price to place in the hands of the young, and we of riper years are glad to sit with them while they read and ponder.

"Since I saw you, I have had great delight in using your publications for the Lord. I have kept them in my room, and every day young ladies have been to me for books, for themselves, and for friends far away. Fathers and mothers, brothers at home and in the camp, sisters at home and at school, thoughtless and inquiring friends, as well as those already Christ's, have been remembered; nor have the little ones been forgotten. I have enjoyed more than I can tell you in talking of Christ with each one who has come to me, and trying to find something that the Lord would have her or her friend read. I have blessed you many times for these books; and as often asked the Master that to the making of such books there may be 'no end,' till we find ourselves singing the new song, because we are with Him who is 'worthy to take the book,' and the book-making.

Yours,

—Tract Journal.

## 2. RELIGIOUS AND INSTRUCTIVE LITERATURE.

The magazines of the last generation, such as "Blackwood," "Fraser," "The Monthly," &c., were of a secular character, and largely composed of light reading. They never inserted an exposition of scripture, or grappled directly with the vices or infidelity of the day, or called upon a soul to repent and believe. And this class of magazines continues and has its use. But a new class of periodicals has appeared, of a decidedly religious character, which rivals the former in ability, and, we believe, surpasses it in circulation. "The Family Treasury," "Evangelical Christendom," "Christian Work," (formerly "The News of the Churches,"), "Good Words," "The Sunday Magazine," "The Leisure Hour," "Sunday at Home,"\* and others of the same class, have enlisted in their service writers of the most distinguished ability and reputation, and give as much reading as the old magazines, and as good, even in a literary point of view, for about one-fourth of the price. Some of these latter publications also have a great advantage over the former, inasmuch as they are first issued in weekly parts, at one penny, and then in monthly parts, with a cover like the monthly magazines. The importance of these religious magazines, who can over-rate? There is scarcely a Christian family in Britain, probably, that does not read one or more of them, and by their means sound principles and scriptural knowledge are most widely diffused. The religious newspaper has not attained, in Britain, the same development as the religious magazine; whereas, in the States, it has long occupied the whole ground. English religious newspapers confine themselves very much to news, secular and religious, and to reports of religious meetings, with an editorial or two on the questions of the day. They have little or none of what is familiarly known as family reading, or of articles and selections of the useful knowledge class, in both of which American religious papers abound. Neither in America nor England, however, has the religious paper ventured to issue oftener than once a week, except in some few cases where the ordinary matter of a newspaper greatly preponderated. The *Scottish Guardian*, a very excellent paper, was long issued twice a week in Glasgow; but it sunk, for want of support, in the midst of hundreds of thousands who must have been favourable to it. The *Edinburgh Witness*, issued thrice a week, had more vitality so long as its celebrated founder, Hugh Miller, lived, and it even ventured, at one time, upon a daily issue, but the experiment proved a failure, and, after returning to its previous shape, it lingered awhile, and also disappeared, although, probably, one-half of the population of Scotland loved it.—*Montreal Witness*.

## 3. MAGAZINES IN ENGLAND.

It has recently been stated on good authority that the number of weekly and monthly magazines issued in England has increased from 600,000 to 6,900,090 per annum since the year 1831; and that the number of newspapers has increased from 38,548,000 to the almost incredible number of 546,000,000. Who can doubt the assertion that "The Pen is mightier than the Sword" in its influence upon the minds of the English nation? All these publications must find readers, else there would be no demand for their existence. Judging from these items, British literature is highly esteemed abroad and is not without its admirers at home. Intelligence cannot but characterize that nation which can furnish such an immense amount of reading matter for its people. The onward march of modern civilization is constantly facilitating the means of spreading knowledge amongst all nations of the earth, and it becomes Christians to avail themselves of these facilities, and especially that of the Press, in order to spread the glad tidings of the gospel and to infuse its noble principles into every heart and every nation.—*Woodstock Times*.

## 4. PERIODICALS IN SWITZERLAND.

There are now in Switzerland 345 periodicals, 185 of which are political, 22 literary and scientific, 20 religious (15 Protestant and 5 Catholic), and ten agricultural; 231 of them are published in the German language, 103 in French, and 8 in Italian; and 39 newspapers appear from six to seven times a-week.

## 5. WRITING FOR CHILDREN TO READ.

There is a great deal of writing done for children. It would not be easy to count all the grandfathers and uncles and aunts and cousins and sisters who have put their pens in motion in the hope "of entertaining and instructing the young," and perhaps turning an honest penny for themselves. The success of some has excited a briar competition, and as the difficulties of the task have not been appreciated either by authors or publishers, it has come to pass that

a great deal is afloat in the shape of books and papers which considerate parents would not wish their children to read. Wrong notions of one's capacities in this line may perhaps be engendered in girl's boarding-schools, where trials of skill in the art of composition take place, and a standard of merit is established which is not recognized in the larger and more mixed school of the world.

The rapid multiplication of publishing agencies of various kinds may have stimulated the desire to be useful as authors, and the unhealthy craving which exists for novelty and excitement in the publications to which we refer, naturally suggests the style and materials to be employed.

The various religious publication offices—(each of the principal denominations of the country having one, and some two or three or more)—must be supplied. Many booksellers have gone largely into this class of books, and have liberally encouraged those who are disposed to add to the stock, so that in no single branch of book making, except perhaps text books for schools, are there probably so many pens engaged in writing, or so many presses in printing, as in the department of books for children and youth. And we may add that in no other class of publications are there as many instances of missing the mark as in Sunday-school library books. Among the common defects of such books are artificialness, or puerility of style; false views of the emotions and associations of childhood; lack of ingenuity in the framing of a story; improbability; monotony; but chiefly patch-work, by which we mean an unsuccessful attempt to dove-tail religious and moral truth with the incidents of child-life.

Some one says, "Books are often spoiled by over intrusive morals, or a too patronizing air; and perhaps the worst of all are those fashionable stories which introduce charming children, who gallop about on white ponies, and lecture and convert everybody in their villages, especially 'the oldest inhabitants.'"

We may not like this sweeping animadversion, but we must admit that the pictures of child-life which are exhibited in the common "run" of Sunday-school library books have been drawn with very little reference to any originals that we meet in town or country. Children themselves will tell us that if boys and girls who come to them in books should come to them in real flesh and blood, there would be no end to the curiosity with which they would be gazed at and followed.

Were all religious and charitable people that are surveying our work or machinery, we might perhaps be less concerned about our verdict; but we must submit to its examination by those who have no strong sympathy with our avowed object, and who form their judgment of what is unseen by what they see.

One of these lookers-on cautions us against "attempting to cheat children into religion." "Let us, above all things," he says, "determine to deal truthfully in this matter. Let us put before them images of the sort of excellence which they can attain, and warn them against the faults into which they are really liable to fall. Do not let us set before them imaginary goodness and vice, or talk which they cannot imitate without hypocrisy. There is not in the world a sight more beautiful than a Christian (?) child, filled with love and reverence, and just beginning, however faintly and fitfully to desire a knowledge of God and of His will. But such a child will not and cannot be the talkative and self-conscious little personage who figures so often in juvenile memoirs and obituaries. Nay, in just the proportion in which he is impressed with the sacredness of divine things, will he be absolutely disqualified from ever becoming such."\*

To whatever exceptions the reviewer's criticism may be open, there is enough of truth in it to make it well worth sober reflection.

Whether the kind people who are employed in writing what they want children to read will improve their handiwork, or whether good-natured children will take what is given them, asking no questions for conscience's sake, we shall see some time. Perhaps in so laudable an effort *fai ur iareo. n rpehdi i*—*S. S. World*.

## 6. HOW TO SPEND WINTER EVENINGS.

The Caledonia Society at Montreal celebrated Hallowe'en by a grand gathering at the Crystal Palace. An interesting letter was read from the Hon. Mr. McGee, as to the best mode of spending the winter evenings, in which he says:—

"These long winter vacations of ours ought to bring in their own harvest, sown in the minds and memories of men, there to blossom and bear fruit while life may last. John Milton found, as he told his nephew Phillips, that his 'veins never flowed so freely' as between September and March, and that in a latitude not further south than ours. If, for us, also, this should be a season favorable to the cultivation and growth of thought and knowledge, we cannot certainly plead want of leisure as an excuse for remaining at a stand still."

\* The *Sunday Magazine* and all of these magazines may be obtained from Messrs. W. C. Chewett & Co., and of the other booksellers in Toronto.

\* London Qu. Rev., vol xiii, 497.

After alluding to the different literary and other institutions of the city, he suggested, as other modes of spending the evening, reading aloud, and reading with a purpose :—

"By reading with a purpose, I mean the exact opposite of reading to kill time. It is reading which may be made quite as interesting to many, as the other kind can be to one ; it is not open to the reproach of selfishness, and its good fruits are manifold. It is especially applicable to books of history, travel, biography, and such historical novels as Sir Walter Scott's. I will illustrate what I mean, in this way : suppose a father or mother wishes to interest the Hugh Littlejohn of the household, and his brothers and sisters, in the story, say of King Robert Bruce. While the youthful reader is following his author, and all the audience are close up with their hero, what is easier than for *Pater* or *Mater Familias* to have a good map of Scotland on the table, exclaiming, from time to time : 'Here is Dumfries, where he slew Comyn !' 'here, near Perth, is where he narrowly escaped capture, in the woods of Methuen !' 'here is Rathlin, where he spent the winter of 1306, a fugitive, in exile !' 'here is Bannockburn, where, in 1314, Robert won his glorious victory !' This method of reading with a purpose would be a very valuable sort of fireside education, and might be applied as easily to Dr. Livingstone's travels in Africa, or to the historical books of the Bible, as to the 'Tales of a Grandfather.'

"As to reading aloud, I will only say this much for it, that to a young person having an ear for the music of our language, there can be no better or more natural teacher of elocution than the sound of his own or her own voice. It is as possible to make music from well cadenced English prose, as from the score of Verdi or Flotow ; and it really is not creditable to the present state of taste amongst us, that we do not make a worthier use of that glorious instrument, of which we are all born performers—the language we speak and read, or, rather, which we too often murder and mutilate."

## 7. MY READING ROOMS, AND READING IN GENERAL.

Thomas Carlyle, in his incomparable essay on Voltaire, makes the following true statement, "Above all it is ever to be kept in mind, that not by material, but moral power, are men and their actions governed. How noiseless is thought ! No rolling of drums, no tramp of squadrons, or immeasurable tumult of baggage-waggons attends its movements : in what obscure and sequestered places may the head be meditating, which is one day to be crowned with more than imperial authority, for kings and emperors will be among its ministering servants ; it will rule not over, but in all heads, and with these, its solitary combinations of ideas, as with magic formulas, bend the world to its will ! The time may come, when Napoleon himself will be better known for his laws than his battles ; and when the victory of Waterloo will prove less momentous than the opening of the first Mechanics' Institute." Whatever tends to the expansion of the human intellect, the augmentation of mind power, and the refinement of thought and utterance, must be regarded evermore as a mighty moral and social force. We live in an intensely active and enquiring age, and the great cry of individuals as well as communities is, "give us mental aliment." This anxiety is both natural and relevant, and is perfectly in keeping with the original constitution of the human mind. It has also come to pass that no full, well-developed, or vigorous intellectual life can be lived now-a-days without great indebtedness to books. If a man be known as a thoughtful and appreciative lover of books, and as often asking their counsel, he will be held as a lover of wisdom ; or, at least, his interest in books will be considered a pleasing sign of self-improving character. Full culture of the individual would seem impossible without the aid they alone can impart. A life of immense power of thought and action is ever associated with our highest literature. Books enlarge, enlighten, improve and empower us. The mind of the writer has laid its affluence of thought, recollection and hope at our feet. We are, by secret and silent contact, brought to sympathize with loftier minds ; excitement, freedom, energy, are the result. Old mental limits are defined, old bondages crumble, and holding high the franchise of our individual liberty, we step to higher thought, deeper intuition ; and, in laying aside an old self, assume a new and sprightlier manliness. Others, in offering to us their worth, have revealed to us our own. Plato is mightier than Cæsar, and the pen of the thinker than embattled battalions. Thrones and coronets, palaces and pyramids, rocks and mountains, are weaker than the world's best books. But reading is a work, a Herculean labour, and the reader must come to his book with a purpose, strong, determined and persevering, if he would read with the highest result. Reading, in the highest sense, is as necessarily a work of labour and solitude as is that of earnest thought. Deep mental life seeks seclusion—hides most purposely from vulgar gaze, that alone it may struggle for a body and a development. So it is with reading—read alone we must—with pains,

with patience, with oft-returning glance, for readings full effect upon our higher being. In reading a great and good book, we come in contact with a great and benevolent mind. The book itself was not a momentary growth—a mere efflorescence, but the result of close-bent, hard-strained, oft-foiled agony and effort. If, then, we would fully embrace thoughts, thus painful and agonistic in their birth, it is by no means a great thing that we should patiently, earnestly, anxiously seek their mastery and appropriation. Our thoughts will never be a reproduction of the author's we read, unless we are prepared to toil where they toiled, to groan where they groaned, and to writhe where they agonized. The merely desultory and miscellaneous reader seldom benefits either himself or others. By all he thus does he impairs his faculties, and teaches his memory to become treacherous. He reads much but knows little, his little "becomes beautifully less," until he becomes an absolute stranger to earnest and concentrated thought. His mind is always too much in haste to think, or reflect, or deliberate ; he merely seeks to skim the surface, and hence he robs himself of the ability either to ratify or reverse the assumptions and conclusions of others. His memory becomes inert, his imagination folds its wing, his judgment droops and dies, he feels a momentary flash, and all is gone for ever.

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Books are the highest representative value of the world ; and a conscientious traffic therein enriches and elevates the soul. It is the prerogative of books, to originate, to gather, to offer and to dispense truth to the world. A book with truth pulsing through it like a heart, is mighty in catholicity, and exhales and transfixes an odor of far-darting vitality. It may be indigenous to the consecrated heights of intellectual writing ; but, as the low-lying rain-clouds would not discharge their moisture but for their electrical connection with the light clouds immediately above them, so of books which elevate and transform us. But for the formations in the refined upper atmosphere of poetry and sentiment, the practical thoughts which rain such beneficent influences on the world, could never send forth their gifts, and their energy. There are some individuals who can only deal with the practical ; and the higher and more spiritual crystallizations of thought and poetry are so many roamings and foamings that have no utility or worth. And yet there would soon be a painful dearth of all good action were it not for this apparently unpractical thought. There is an essential poetry in the stars that shine, in the winds that sigh, in the rains and the rivers, in the fruits and the flowers, yea, in everything above and around us ; and we envy not the man who can only see a town's pump in the pierian spring of the poet.—*Norfolk Messenger*.

## 8. READING HABITS.

Good mental habits should be cultivated by a wise supervision of a child's reading when out of school. Most children will read of their own accord if they can get hold of attractive books, and will fly from the comparative drudgery of the school to the interesting volume of travels, tales, or adventures, which stimulates the imagination and requires no effort. This tendency must be turned to good account, and prevented from becoming a source of evil. Travels and adventures, if well selected and well read, are, of course, useful ; and the same may be said of some tales. But never, perhaps, was care in the selection of books, especially of those comprised under the general term of "light literature," more necessary than in the present day. The flippant tone of some, the disgusting slang of others, the exaggerated colouring of another class, are, to the tender and impressible mind of the child, like attractive poison. The imagination, over-stimulated, becomes jaded, and demands more extravagant incidents, profounder mysteries, and darker horrors. And it is needless to say that where this is the case, the inclination, and often not only the inclination, but, for a time, the capacity, for sound, good reading, is lost. What is more sad than to find young people blind to the attraction of some of the best specimens of English literature—indeed, utterly ignorant of it—while reading with morbid avidity second and third-rate works of exciting fiction ? This must be the parent's care. "I will set no wicked thing before mine eyes," is a resolve which ought to apply especially



to books. Many a man has had through life to mourn the day when, in the impressive time of his youth, he met with a bad book. The mind becomes enfeebled, the moral tone lowered, and the life corrupted, by access to vicious literature in early life.—*Christian Home Life.*

#### IV. Papers on Libraries and Books.

##### 1. PRACTICAL VALUE OF SCHOOL LIBRARIES.

A teacher who is conversant with the philosophy of education perfectly recognizes the fact, that there are auxiliary agencies outside of the regular work of the school-room which are of great importance in assisting him to train the minds and hearts of his pupils; and among these agencies a well-selected school library will be found to hold a prominent place. Any teacher, whose scholars have been fortunate enough to have access to a collection of good books, will readily agree to this; and indeed hardly anybody will dispute it. But we, nevertheless, find very few school libraries; in fact they are exceedingly few and far between. Now, there are several reasons for this, one of the principal of which is, that teachers generally have too lofty an idea of the matter. I propose in this brief article to lay before those of the teachers who read our *Journal* a few practical suggestions in relation to school libraries, which, it is hoped, may be productive at least of some reflection upon the subject. It is one of great interest to me, for during the period of my experience as a teacher, I have hardly ever been in charge of a school where there was not a library; and I can also speak from experience of the beneficial effects upon scholars.

And first, a few words upon the results to be expected: We all know that one great evil to be dreaded in schools is the habit of routine, into which scholars so readily fall—the inclination to learn just what is set down for them, and to consider everything once recited as something to be dismissed from their minds—a receptive habit of mind, if I may so express it, waiting to have knowledge poured into their minds, instead of raising their own mental powers to the best advantage, and by that very use, learning constantly to use them better. Every wide-awake teacher knows this tendency perfectly, and accordingly sets himself at work to counteract it. He knows very well that the great aim of education is to cultivate and draw forth the powers of the mind—to awaken a consciousness of its own strength, and to teach the pupil *how* to learn. In aid of this he draws constantly upon the exhaustless stores of his well-trained intellect, and by every means in his power he assists the healthy growth of the intellect of his scholars. Now, a collection of well-chosen books are so many silent helpers in this work—they are doing quietly the work of the teacher, and he knows and appreciates their value. Again, it is of great benefit to establish a habit of reading in youth. Many young persons have been kept from vicious amusements by a taste for reading, and have been saved from follies into which others have fallen, not so much from perverted inclinations as from that restlessness of youth which *must* be occupied in something, and for want of some safe employment turns to that which is hurtful. The general information, too, of scholars is of course greatly increased by reading—a matter of much importance, as their range of thought is correspondingly widened.

But I am aware that many who will agree to all this, will still be disposed to think that the establishment of a library for their schools would be next to impossible. Well, it is not such a difficult matter. Let us see. How many boys are there who could not easily get fifty cents or a dollar to buy a book? Now, let ten, fifteen, or twenty boys and girls contribute no more than what each would be willing to spend to purchase a single volume, and lo, the result is a library! Instead of each one having the reading of a single book he has the reading of twenty. It is only the old principle of association, or joint effort, and with this advantage—that the efforts of each one are multiplied, as it were, by the whole number; in fact, the matter only needs to be understood to be appreciated. There is not a school in the Country where a beginning may not be made—a beginning, too, which will, in all probability, lead to valuable results. A dozen well-chosen books in a school will be enough to awaken a taste for reading, which will be very likely to lead to the procuring of another dozen, and so on indefinitely.

It is, however a matter of great importance that books for a school library should be selected with judgment. They must not be too light nor too heavy. They *must* be interesting, or those for whose benefit they are intended will not read them—a fact of which very many excellent people who have had the selection of Sabbath-school libraries have seemed oblivious. Any well-informed teacher will be able to make such a selection by a little care and effort. In some cases, where it does not seem easy to awaken an interest in the subject, the purchase of a half a dozen volumes by the teacher, to be loaned to the scholars, would doubtless be followed by the desired effect.

There are many districts where a small amount of money could be raised by subscription, sufficient to give a good start to a library; but the best method, and one which is available almost everywhere, is that referred to above—union of resources. It is to be hoped that teachers will give more attention to the matter than they have hitherto done. There is no good reason why there should not be a library in every well-established school in the Country—a condition of things which would cause our worthy and indefatigable Superintendent, with whom the matter has been one of deep attention, to rejoice sincerely—knowing, as he does, how much it would raise the character and efficiency of the whole educational system of the Country.—*D. C. S., in California Teacher.*

##### 2. LORD STANLEY ON THE VALUE OF FREE LIBRARIES.

Amongst the more marked and better tendencies of the present age is a disposition to place those amenities and conveniences of civilization which before were accounted to be only for the wealthy few, within the reach of the humble many. This is seen in the means of locomotion, both in town and country, in many of our higher amusements, and last, and perhaps greatest, in our cheapened literature. Yet fabulously cheap as really good books have become, something more remains to be done. So long as the intellect remains sound and clear, the appetite for reading, either for instruction or entertainment never ceases. Who is there that has not seen the placid and venerable countenance of old age, lighted up with an evening ray of pleasure, as, with spectacles on nose, the page of some old and favorite divine, or some work of modern discovery, making the researches of youth seem obsolete was perused; or possibly once again returning to the story of Robinson Crusoe, which charmed half a century ago. But it is more particularly for the literary requirements of youth and middle age that something beyond cheap books is required. However low priced the book may be, the large private library remains, and ever must remain, beyond the reach of the working man. How is this to be remedied? Seemingly by means of the establishment of free libraries in large towns and cities, and such as we hope yet to see founded in Montreal. Of these England gives us several noble examples, and amongst the latest is the Birmingham Central Free Library, which has been inaugurated during the meeting of the British Association in that town. On that occasion Lord Stanley, eldest son of the Earl of Derby, and who is one of the most promising young men amongst the English aristocracy, and indeed, amongst the numerous educated class in Britain, said many good things, and of which, as his observations are almost equally applicable to a large proportion of our community as to that of Birmingham (Eng.), we here produce some extracts.

Speaking of the necessity of these free libraries in the midst of a populous town he says:

"And yet, when one comes to think of it, where was there ever a state of things in which (to drop the educational view of the subject for a moment) rational amusement was more needed than in these vast industrial centres? Consider our climate; look at the country we have round about; and what I say of this place applies equally to Manchester, to Glasgow, or any other great manufacturing town. Take the case of a man who lives it may be alone in a lodging, or with his family in a small house. I do not take an extreme case; I do not speak of a very poor man. I suppose he may have all that is requisite for decency, and even for some degree of comfort. When his day's work is over, where is he to go? It is not cheerful for a man to oscillate backwards and forwards with the regularity of a pendulum twelve times a week from his bedroom to the workshop in the morning, and from the workshop to his bedroom in the evening. It is not pleasant—at any rate it is not much to my taste—to walk about the streets of a manufacturing town after dark, especially on a drizzling November evening, and in an atmosphere which, notwithstanding the Smoke Prevention Act, can never be quite pure.—(Hear, hear.) Cheap clubs may do much; I hope, as I think, that we shall have many more of them. Still at the present time very few of them exist. There seem to be many practical difficulties in the way of their establishment, and as a matter of fact they are institutions for a single class; and your Mayor has properly and wisely reminded you that an institution of this kind is not for the exclusive benefit of the working or any other class, it is for the benefit of all classes impartially.—(Hear, hear.) I say, without fear of contradiction, that a free reading-room, and, what I regard as more important, a free lending library, are conveniences for the poorer part of the community for which a real demand exists, and which, when once they have been fairly set on foot, will not be given up for want of support.—(Hear, hear.) Probably there was never a larger number than at the present time of educated persons of comparatively small means. The addition to the local burdens by the establishment of such institutions as this is nothing. The addition to general enjoyment is not insignificant; and when I say to





The Mechanics' Institutes which have received Libraries from the Depository, and the number of volumes sent to each, are, in alphabetical order, as follows:

		Vols.	Years.			Vols.	Years.
Baltimore .....		75	1858	Smith's Falls .....		73	1857-8
Berlin .....		158	1855	St. Catharines .....		108	1854-9
Chatham .....		313	1853-4	Streetsville .....		162	1860-3
Cobourg .....		350	1856	Thorold .....	U.C.	300	1858
Collingwood .....		46	1857	Toronto .....		410	1856-61
Drummondville .....	U.C.	6	1859	Vankleekhill .....		106	1858
Fonthill .....		137	1858	Whitby .....		267	1857-8-9-60-1
Lindsay .....		106	1858				
Greenwood .....		101	1862				
Guelph .....		372	1853-4	Total .....		3896	
Huntingdon, L.C. ....		150	1855	Books were also sent to the—			
Milton .....		68	1858	Leeds and Grenville Agricultural Society .....		208	1855
Mount Forest .....		106	1860	Educational Department, L.C. ....		3103	1860-1
Napanee .....		27	1857	McGill College, Montreal .....		200	1857
Newmarket .....	U.C.	55	1858-9	Sarnia Dialectic Society .....		82	1858
Oakville .....		250	1856	Southwold Agricultural Society .....		23	1856
Pickering .....		41	1861	Various other Institutions .....		781	1851-8-60
Port Perry .....		109	1858			8293	

### 3. PRISON AND ASYLUM LIBRARIES IN UPPER CANADA.

The following table shows the number of volumes sent to various Prisons, &c., during the years 1856-64:

Prison and Asylum Libraries.	Amount received.	Legislative Appo'ment.	Total.	Vols		Amount received.	Legislative Appo'ment.	Total.	Vols
1856:	\$ cts.	\$ cts.	\$ cts.		1860:	\$ cts.	\$ cts.	\$ cts.	
Peterborough Jail .....	22 16½	22 16½	44 33	94	Barrie Jail .....	20 00	20 00	40 00	84
Toronto Jail .....	131 63	131 63	263 26	616	Goderich Jail .....	25 16	25 16	50 32	87
Woodstock Jail .....	20 00	20 00	40 00	71	London Jail .....	5 00	5 00	10 00	14
	173 79½	173 79½	347 59	781	Peterborough Jail .....	20 00	20 00	40 00	82
1857:					Whitby Jail .....	10 00	10 00	20 00	36
Lanark and Renfrew Jail .....	60 00	60 00	120 00	282	Reform Prison, Penetanguishene	47 66	47 66	95 32	150
Provincial Penitentiary .....	46 13	46 13	92 26	174		127 82	127 82	255 64	453
Whitby Jail .....	20 00	20 00	40 00	106	1861:				
	126 13	126 13	252 26	562	Grey Jail .....	10 00	10 00	20 00	47
1858:					1862:				
Provincial Penitentiary .....	100 00	100 00	200 00	251	Provincial Penitentiary .....	55 00	55 00	110 00	167
1859:					1863:				
Brockville Jail .....	40 00	40 00	80 00	154	Norfolk Jail .....	25 00	25 00	50 00	101
Guelph Jail .....	20 00	20 00	40 00	94	London Jail .....	40 00	40 00	80 00	142
Piston Jail .....	10 00	10 00	20 00	43	1864:				
Sarnia Jail .....	25 00	25 00	50 00	98	Victoria County Jail .....	10 00	10 00	20 00	37
Woodstock Jail .....	19 75	19 75	39 50	82	1858:				
Reform Prison, Penetanguishene	17 00	17 00	34 00	96	Provincial Lunatic Asylum .....	111 93½	111 93½	223 87	386
	131 75	131 75	263 50	562	1860:				
					Malden Lunatic Asylum .....	52 00	52 00	104 00	176

#### PRISON AND ASYLUM LIBRARIES—Continued.

	Amount received.	Legislative Appo'ment.	Total.	Vols
RECAPITULATION:	\$ cts.	\$ cts.	\$ cts.	
For the year 1856 .....	173 79½	173 79½	347 59	781
For the year 1857 .....	126 13	126 13	252 26	562
For the year 1858 .....	100 00	100 00	200 00	251
For the year 1859 .....	131 75	131 75	263 50	562
For the year 1860 .....	127 82	127 82	255 64	453
For the year 1861 .....	10 00	10 00	20 00	47
For the year 1862 .....	55 00	55 00	110 00	167
For the year 1863 .....	65 00	65 00	130 00	243
For the year 1864 .....	10 00	10 00	20 00	37
Lunatic Asylums, as above, 1858.	111 93½	111 93½	223 87	386
" " " 1860	52 00	52 00	104 00	176
	\$963 43	\$963 43		
Grand total .....			\$1926 86	3665

The following Statistical Table has been compiled from the "Trade and Navigation Returns" for the years specified, showing the gross value of books (not maps or school apparatus) imported into Canada. This table proves conclusively how incorrect is the statement that the operations of the Educational Depository interfere with the interests of the booksellers:\*

\* We extract the following from the *Annual Report of the Board of Trade of Toronto, Canada West, for 1863*, compiled by Mr. E. Wyman: "The year's business in this branch of trade has been quite satisfactory. Though perhaps less in extent, in common with other departments, it has been quite as profitable if not more so than in former years, while not a few features have developed themselves which are not only advantageous to the legitimate trade, but are gratifying to every well wisher of sound

literature in the province. The improvement in the circumstances, capacity, and general business ability of those in the trade, which we have noted from year to year, has continued to manifest itself, and we see now, in almost every town, a bookseller or two conducting business on a sound basis, with more capital than ever before, and a better knowledge of the trade, and of business principles generally. This is evinced most in the improved credit in which the retail trade stands, in the promptitude with which engagements are met, and in the judicious care with which stocks are selected and curtailed. As a distinct branch, the trade is but young. The progress made in the last three years, however, shows that it is not only well established, but that it is rapidly assuming a healthy and prosperous condition. An equally gratifying fact is found in the improved character of the works introduced into general circulation. For years the country has been flooded with the lowest and most trashy class of literature from the American press. Books whose only merit was their bulk and binding, have been hawked into every nook of the province by a migratory tribe of itinerant pedlars. Sometimes a stray work of utility has been found among the stock, but for the most part the special efforts of these book hawkers have been directed to the disposing of some very superficial and uninteresting volumes, which, if even read, would leave the reader a trifle less wise than when he commenced them. We are happy to say that this style of business is rapidly on the decline, and that works from the best publishing houses, and sold through the legitimate trade, are finding their way into many sections of the country, and meeting a largely increased sale. We are not by any means, however, depreciating the efforts of the book pedlars to enlighten the world; they are very useful people, and, if their efforts are only properly directed, they may do great good. They are improving in the books which they present to the public, and our dealers will lose nothing by encouraging them, so long as their wares are of a good class. In periodical literature, however, the greatest change is observable—not only in the largely increased demand, but in the improved character of the issues sold. We are happy to say that neither the *New York Ledger* nor the *Mercury* is increasing its circulation in Canada. Even *Harper's Magazine* is not gaining ground. On the other hand, there is a large and growing sale for such periodicals as *Good Words*, a London publication of the best class, the *Family Treasury*, the *Churchman's Magazine*, the *Cornhill*, *All the Year Round*, &c. &c., and we are glad to know that the reduction in the price of the London *Illustrated News* is likely to increase largely its circulation in Canada. These facts present some indications of a change for the better in the literary taste of Canada. This improvement is in no small degree attributable to the persistent and unvaried exertions of our wholesale importers, and the advantages which they enjoy in close connection with first class British publishing houses. We hope, and indeed are certain, that they will be well compensated for their efforts. In this connection we are glad to notice that we are likely to have established amongst us a branch of an extensive and highly respectable Scotch firm, for the purpose not only of re-issuing in much approved style our leading text and school books, but for the publication of other works of merit that may offer. We have long needed an establishment of this character, and through its operations we may hope to see Canadian Literature take a higher place in the world of letters. With long experience, ample means and the best facilities are commanded by the house in question, and we are sure their advent here will be hailed with pleasure. "The business in stationery has been fairly remunerative during the year. The

advance in materials for paper, as well as a heavy war tax on the manufacture itself, has largely enhanced the value of all descriptions in the United States, independently of the apparent increase in price due to the depreciation of the currency. The consequence is that, as compared with former rates, American stationery is fully 30 per cent. dearer. We have imported much less than the usual amount, substituting English goods, which are of a much better class. It so happens that the prices of the latter are favouring the buyer, as the abolition of the duty on paper has at length begun to cheapen it. It is only recently that there has been any decline in the article, notwithstanding a universal expectation that when the tax was removed the price would fall. Speculation and a largely enhanced demand for cheap periodicals, only a few of which comparatively have lived beyond the year, kept the rates up to nearly the old level, until within the past three months. The tendency is now downward, and we shall, hereafter, import stationery stock from the mother country more largely than before.

"The importations of books for the year amount to \$118,326, against \$155,842 last year."

Year.	Value of books entered at Ports in Lower Canada.	Value of books entered at Ports in Upper Canada.	Total value of books imported into the Province.	Proportion imported for the Educational Department of Upper Canada.
	\$	\$	\$	\$
1850.....	101880	141700	243580	84
1851.....	120700	171732	292432	3296
1852.....	141176	159268	300444	1288
1853.....	158790	254280	412980	22764
1854.....	171452	307808	479260	44060
1855.....	194356	338792	533148	25624
1856.....	208636	427992	636628	10208
1857.....	224400	309172	533572	18028
1858.....	171255	191942	363197	10692
1859.....	139157	184304	323361	5308
1860.....	155604	252504	408108	8846
1861.....	185612	344621	530233	7782
1862.....	183987	249234	433221	7800
1863.....	184652	276873	461325	4085
1864.....	98308	127233	220541	4668
1850—1864	\$2434775	\$3737255	\$6172030	\$172533

N.B.—Up to 1854, the "Trade and Navigation Returns" give the value on books entered at every port in Canada separately; after that year, the Report gives the names of the principal ports only, and the rest as "Other Ports." In 1854, the proportion entered in Lower Canada was within a fraction of the third part of the whole, and, accordingly, in compiling this table for the years 1855—1864, the value entered in "Other Ports" is divided between Upper and Lower Canada, in the proportion of two-thirds to the former and one-third to the latter.

TABLE showing the value of articles sent out from the Educational Depository during the years 1851 to 1864 inclusive:

YEAR.	Articles on which the 100 per cent. has been apportioned from the Legislative Grant.		Articles sold at Catalogue prices, without any apportionment from the Legislative Grant.	Total value of Library, Prize, and School Books, Maps, and Apparatus despatched.
	Public School Library Books.	Maps, Apparatus, and Prize Books.		
	\$ cts.	\$ cts.	\$ cts.	\$ cts.
1851.....	....	....	1,414 25	1,414 25
1852.....	....	....	2,981 13	2,981 13
1853.....	....	....	4,233 14	4,233 14
1854.....	51,376 23	....	5,514 18	56,890 41
1855.....	9,947 15	4,655 53	4,389 40	18,992 08
1856.....	7,205 62	9,320 87	5,726 76	22,253 25
1857.....	16,200 92	18,118 28	6,451 20	40,770 40
1858.....	3,982 99	11,810 28	6,972 05	22,765 32
1859.....	5,805 64	11,905 02	6,879 30	24,389 96
1860.....	5,289 56	16,332 17	5,416 64	27,538 37
1861.....	4,084 22	16,251 14	4,894 52	25,229 88
1862.....	3,272 88	16,193 78	4,844 17	24,310 83
1863.....	4,022 46	15,886 88	3,461 48	23,370 82
1864.....	1,930 94	17,260 28	4,454 02	23,645 24
Total..	\$113,118 61	\$138,334 23	67,432 24	\$318,785 08

#### 4. LIBRARY OF THE GREAT WESTERN RAILWAY.

We yesterday had the pleasure of looking over the splendid Library of the Great Western Railway. The room devoted to the Library is in the building occupied by the Stores Department, and is plainly but substantially fitted up for the purpose. The manner of its organisation is somewhat as follows: A sum of money had been accumulating in various ways, principally from fines received. This sum, which amounted to about \$1,500, the Directors granted for the purchase of a library. Nearly all the scientific works are English publications, many of them very expensive, though comparatively speaking few in number, they cost nearly as much as all the other works put together, most of them being richly illustrated. The works of reference are particularly complete, and are all the

newest publications. There are about 1,700 volumes in the library at present, and additions are to be made when practicable. The annual subscription is placed at the nominal sum of one dollar, in order that every employee of the Company may be enabled to become a member of the Association.—*Hamilton Spectator*.

#### 5. FREE LIBRARY OF REFERENCE OF THE BOARD OF ARTS AND MANUFACTURES FOR U. C.

Owing to other demands on the funds of the Board, but comparatively few additions have been made to the Library during the year. The total number of volumes on the shelves at last report was 1,171; added during the year 102; total number now in Library 1,273; comprising British, American, and Canadian Specifications and Plates of Patents, 584 vols.; Statutes, Journals and other Parliamentary Publications, 167 vols.; Transactions of Societies, 33 vols.; and of the latest Cyclopaedias and Standard Works on Architecture, Decoration, Designing, Engineering and Mechanics, Manufactures and Trades, and General Science, 489 vols. Of these your Committee acknowledge donations from the United States Patent Office of 6 vols. (in duplicate); from the Institution of Mechanical Engineers, 1 vol.; from the Smithsonian Institution, 1 vol.; from the Board of Agriculture for Upper Canada, 3 vols.; and from the heads of departments of the Government of this Province, the regular transmission to the Rooms of the Statutes, Journals, Sessional Papers, Blue Books, and other Parliamentary documents. The library has been regularly kept open to the public from 10 a.m. till 4 p.m. each day; and on Tuesday and Friday evenings from 7 till 10 o'clock, to afford to persons engaged in industrial pursuits the opportunity of consulting the works it contains.—*Report of Board*.

#### 6. DEAR BOOKS IN THE UNITED STATES.

Books will, perhaps, never again be as cheap in the United States as they were before the war, and never ought to be. The excessive cheapness of American books originated at the time when nearly all our publications were reprints of English works, which paid no copyright, and were, consequently, sold for little more than the cost of manufacturing them. When American writers began to offer works to publishers, they found the market glutted with reprints, and purchasers accustomed to the prices at which stolen goods are usually sold. No one was in the habit of considering the claims of an author. It seemed natural enough to pay the paper maker, the printer, and the binder. It was also supposed that the publisher should gain a little. But the author! Why should he expect any advantage? He was an unknown person in the trade. The author himself fell into this way of thinking, and almost felt that he was robbing an honest tradesman when he received his pittance.

The poor man, however, had one chance of getting a respectable compensation. Books being very cheap, and public libraries few, almost everyone that wanted a book bought it, and, hence, a new work occasionally met with a very large sale; so that a few cents upon each copy yielded a considerable return.

Luck of this kind was exceedingly rare, and the sale of even the most successful publications was not half as large as the public were given to understand. Advertisements told a story that differed immensely from the publisher's ledger. "Fifty thousand copies ordered previous to publication!" Beloved reader, we assert, without the slightest fear of contradiction, that such an event never occurred in the whole history of the book trade, from the days of King Solomon to the present hour. Fifty thousand copies! The works of the cost of one dollar which have been sold to the extent of fifty thousand copies in the first year, can be counted on the fingers of the hand. If a list could be here presented of the actual sale of the fifty best known and most successful publications of the last ten years, booksellers themselves would be astounded at the smallness of the figures. We are not now speaking of School books, nor of works forced upon a long-suffering people by an army of subscription agents, but of literary productions published legitimately, and placed fairly upon booksellers' counters for the public to buy or let alone as the public saw fit.

The business of publishing miscellaneous books had become the merest lottery. There were just enough prizes in the game to lure publishers to their ruin. When a duodecimo volume could be manufactured for thirty cents, and might attain a sale of fifteen thousand copies at eighty-five cents, and when the success of a book appeared to depend upon the chance humor of the public at the moment, every description of pen-and-scissors trash was rushed through the press. When the first cable was laid, for example, two enterprising gentlemen of the press made a book about it in ten days, and the publisher had it for sale in three weeks—just in time for the failure of the cable to kill the book. We have heard a publisher boast, as of a great and most creditable achievement, that he once had copies for sale, of a biographical work of 460 pages, in six weeks after he

had suggested the subject to the writer. Writer do we say? There was scarcely any writing in it. Out of the four hundred and sixty pages, three hundred and ninety-two were scissored from newspaper reports of the interminable speeches of the illustrious deceased.

This was a ruinous system to publishers. Before the war came to disturb the course of trade, the shores were strewn with the wrecks of famous publishing houses, whose advertisements were known wherever newspapers were read. It was shown on the books of one of these establishments that, in the course of about seven years, the firm had published three hundred works, and sets of works, and that of this enormous number only about twenty-five had been fairly remunerative; while, for the three last years of the firm's existence, every enterprise had resulted in loss.

Thank heaven, this is all over! The high price of material and labor, and the ingenious variety of taxes with which books are burdened, together with the failure of most of the trash-publishing houses, has put a stop to the issue of newspaper cuttings in book form, while the vast circulation of the *Ledger* supplies the sensational story-reading public with as much fiction as it has stomach for, at the moderate charge of six cents a week, with poetry, biography, historical narrative, and essays thrown in.

There is a chance now that a book will once more be a book, and the business of publishing books more safe and legitimate. Of all the vocations of man, that of publishing miscellaneous works is, perhaps, the most difficult. Nor are its rewards as great as those of far easier trades. There is reason to hope, however, now that the business is in few hands, and those experienced, with heavy purses within reach, that the business will be at least a business, not a game of hazard. Publishers, we notice, are already turning their attention to the production of superior editions of standard works, and the "sensation" business is almost confined to dealers in twenty-five cent ware.

No one need fear that the high price of books will limit their circulation. If a less number of copies are bought, it does not follow that fewer people will read them. The time was when there was not a daily paper in England of a lower price than ten cents, but every man could have an hour's reading of the *Times* for two cents. The paper was left at the hour agreed upon, called for an hour later, and passed into another reader; and, at the close of the day, after having served half a dozen families in town, it was sent to the country, where it continued its course until it was read to pieces. A number of the *Edinburgh Review* costs in England six shillings sterling, but in almost every town and neighborhood there exists little clubs for taking the reviews and magazines in common, by which, for a few shillings per annum, a family has the reading of all the reviews and magazines. Circulating libraries of immense extent, are flourishing in all the great cities, which supply reading to the whole empire for one guinea a year to each subscriber.

In the United States we look to see a prodigious and immediate increase to the number of public libraries on the excellent, self-sustaining system devised by Franklin, and exemplified in the Mercantile Libraries of all our large cities. Next to a good system of common schools, the most valuable educating influences are well-conducted, self-supporting town and village libraries. No village of fifty families should be content to remain another year without one. The cost of one duodecimo volume, which is now two dollars, can secure to every family the reading of all the best new books for a year. Do not wait for a rich man to give a large sum of money to start your library. The most vigorous and useful institutions of every kind are those that are conducted on business principles by men of business—institutions that pay their way, collect their debts, and give a fair equivalent for what they receive—institutions that ask no favor and grant no favors.

The power of a vigorously conducted library is something immeasurable. Let there be a good library in every town in the United States, and every book that appears which has matter in it to interest the people, will reach the entire reading public within a year. The existence of such libraries, so far from being prejudicial to the book-trade, gives it both stability and expansion. Where there are most public libraries, there are most private libraries also. Where the taste for reading is most general, there are the most people who desire to possess books. The libraries themselves take a large number of copies—enough to secure the publisher against loss upon many books. In London, there is a library that has taken fifteen hundred copies of a five dollar book, and there is one in Boston which has sometimes bought as many as two hundred.

We regard the increased cost of books as a great good in many ways, and we hope never again to see the country deluged with printed trash that would be dear if it were given away. The future of the book-trade demands but two things: international copyright and universal public libraries. If, by-and-by materials and labor should again be so cheap as to tempt the issue of indigested and worthless publications, we hope that the improved taste of the public

and the increased intelligence and public spirit of publishers will conspire to forbid such enterprises.—*New York Weekly Review*.

## 7. MEDIEVAL BOOK-MAKING.

Even so early as the seventh century, it thus would seem that there were certain persons in the several monasteries who were generally employed as scribes. But it was not till two ages later that we find undoubted traces of regular book-manufactories in connection with the monasteries. Each considerable monastery, after the Norman invasion, had a Scriptorium attached to it, which was frequently separately endowed to enable those employed to procure parchment, paints, and the necessary implements for binding. That at Bury St. Edmund's was endowed with two mills. The tithes of a rectory were appropriated to the Convent of St. Swithin, Winchester, in 1171. In 1160, the churches were given to the monks of Ely, *ad libros faciendos*. Croyland was a great place for copying. The Scriptorium of St. Alban's was founded in 1080. Charlemagne gave to the monks of Swithin an unlimited right of hunting, that they might be supplied from the skins of the deer they slew with gloves, girdles, and bindings for their books. And now, let us suppose a work put in hands to be copied. Say ten copies are to be made. The work was carefully unbound, and a sheet delivered to each of the scribes. They made the required number of copies of that sheet, and then received another, and so on, until the work was finished. As soon as the writer had copied a sheet, he handed it over to the illuminators, who put in the initial letters, or any other ornaments the book might seem to require. When finished, the binders began upon the sheets; and thus the work went merrily on, and new books were thus circulated all over Western Christendom in an incredibly short time, considering the means employed. Sometimes we meet with men who were regular book-lovers; who delighted in the work of copying and illuminating, as so many amongst us do now. Thus, Henry, a monk of the Benedictine Abbey of Hyde, in 1178, copied Terence, Boethius, Suetonius, and Claudian. He formed them into one volume, illuminating the initials, and making even the brass bosses of the binding with his own hands. Benedict, Abbot of Peterborough, about the same time transcribed Seneca's Tragedies and Epistles, Terence, Martial, Claudian, the "Gesta Alexandri," and many scholastic and theological treatises with his own hand, evidently from love of the work. But let us see if we cannot find traces of the results of the labour of the monks. A great fire occurred at Croyland in 1091, when 700 volumes were consumed; of these, 300 are called *volumina originalia*, the other 400, *minora volumina*—whether as to their size or contents does not appear. At Glastonbury, in 1248—and it was the richest monastery in England—there were only 400 volumes; at Peterborough, there were, as before said, 1,700 MSS. at the time of the Dissolution. The University Library of Oxford, prior to 1300, consisted of a few works chained in the choir of St. Mary's Church, and a few tracts kept in chests. The library, in fact, might be said to be non-existent until Humphrey, Duke of Gloucester, in 1440, bestowed upon it 600 volumes. One of the greatest book-collectors of the middle-ages was Richard de Bury, Bishop of Durham from 1333-45. His book, called "Philobiblon," is well-known. It is among the earliest of biblio-maniacal works, and shows how strongly he was bitten by that most reasonable of all hobbies. He had been tutor to Edward III. The king was greatly attached to him, and there is little doubt acquired from him much of the ability which distinguished him among contemporary monarchs.—*The Englishman's Magazine*.

## V. Papers on Sunday Schools.

### 1. SUNDAY-SCHOOL LIBRARIES.

A correspondent in the *S. S. World*, writes:—Having read with much interest several articles in the *World* upon Sunday-school Libraries, and having had much experience in the selection of books for Sabbath-schools, and noticed the effect of various kinds upon the children and adults, allow me to give you readers a little of my experience.

In the first place, I reject nearly all books that children and youth will not read. It is money thrown away to purchase such; for adults will seldom read those which the younger ones throw aside. Of this class, Memoirs, Biographies, Dissertations, &c., are almost wholly excluded. I find but an occasional good one. In the next place, I select all books of a religious character, which will interest, entertain, and instruct the reader. A book, which after perusal, has excited or appealed to the nobler nature of the soul, the deep, religious feeling and sentiment; which has the tendency to lead the reader to a purer thought, a more earnest purpose, a more decided resolve to do and live better, to work more earnestly in the good

cause, and which will lead the religious thought, feeling and action to a higher state of existence, is the book for a Sunday-school library.

I examine each book. Many I can tell by a hasty glance through them; others require a more extended examination, and if any are still in doubt they are laid aside for more leisure and thorough perusal. Sometimes, notwithstanding the care taken, a book will creep in which proves a mistake. At the first re-arranging of the library these are rejected and others selected to fill their places. Every good book should be retained. If worn out or lost it should be replaced for a period of years at least. Thus every addition increases the number of volumes, and, under the foregoing plan, in a few years a school will have a fine library of the most choice Sunday-school books. Those growing up in the school will find their interest in the books which are added, while those which they have perused will be just as good for and interesting to the younger and new scholars continually coming in. As far as possible I become acquainted with every book by reading them (teachers should not fail to do this), and thus am enabled to recommend them to others as those which will suit their age, taste, or feeling.

The work of the library we have thoroughly systematized. The teachers have nothing to do with it, excepting to receive the books to be returned from their scholars before the opening of the school, and place them at the head of the seat where they are easily accessible to the librarians, who immediately pass around and collect them, and by this time we are ready to commence the exercises without interruption. At the close of the lesson the librarians hand the books selected to the teachers, who deliver them. No teacher or scholar is allowed at the library, which is in a separate room. If any arrive late, they must wait until the librarian calls for their books. We must avoid confusion and interruption while the teachers are engaged with the lesson. I have not time or space to detail our system of giving out or *drawing* books, but we consider it one of the best.

## 2. SUNDAY SCHOOL INSTRUCTION IN UPPER CANADA.

From a recent editorial in the *Hamilton Spectator* on the recent Sunday School Convention held in that city, we select the following striking remarks:—

"Viewed in its fullest sense, the question with which this Convention has to deal, is how best the foundations, religious, moral, political and commercial, of the future character of the people of this country may be laid. That was a true and noble answer which our own good christian Queen gave to the Indian Prince who sought to know the secret of England's greatness. 'You will find it there,' said Victoria, pointing to one of the shilling Bibles of the British and Foreign Bible Society, and there it undoubtedly is to be found. Just in proportion as the laws and government of a country are based upon sacred christian principles, and its people influenced by sound religious impulses, will its institutions be admirable, and its condition happy and prosperous. And this statement, we deem it right, lest we may be misunderstood, in no way implies the necessity for a state church in a country like Canada. The Legislature, we think, has wisely placed upon the Statute Book the principle that in Canada there shall be no connection—that is no connection in the direction of state patronage—between the state and religion. But the very recognition of this principle only imposes upon the people, in their individual or denominational character, the greater responsibility in reference to religious training and instruction.

"The adage 'as the twig is bent the tree's inclined' is universally illustrated by an everyday experience. If we would have in this country a people governed by religious principles, we must see to it that the youth from the very earliest dawns of intelligence is trained under sound religious institutions. A system of education which entirely ignores the moral and religious principle, is a vicious and unsound system. And that feature of our Common School system in Canada, which recognizes the higher aspirations and nobler destinies of mankind, by providing that, for at least a short period in each week, the pastor of each church may instruct, within the public school house, the children of his charge in religious knowledge, is creditable to the religious character of the people of Canada. But the very conditions of our religious society render it essential that the system itself should be non-sectarian in its main features. And this fact gives to the Sunday schools a powerful and appropriate connection with the general education of the people. Viewed in this light they possess an absorbing interest even for the politician and statesman, and their success is a matter of the very highest consequence."

## 3. RESOLUTIONS OF THE SABBATH SCHOOL CONVENTION, HELD IN HAMILTON, C. W., ON THE 5TH, 6TH, AND 7TH DAYS OF SEPTEMBER, 1865.

I. This convention, acknowledging with gratitude the goodness

of God in permitting so many of his people, who are engaged in the work of Sabbath school teaching, to meet at this time, and His gracious presence vouchsafed at these meetings, resolves to express, as by this resolution it does, its deep sense of the benefits resulting from such gatherings in the quickening of faith and hope, the stimulating of flagging zeal, the encouraging and direction of human effort, and the cultivating of christian liberality and love among the members of Christ's church of various denominations.

II. This convention, aware that there are, both in country districts and in cities and large towns, many children not enjoying the privileges of religious instruction, and who may be gathered within the Sabbath school fold, acknowledge the obligation lying upon christians to address themselves to this work, and the guilt of neglecting it, or showing indifference or slothfulness therein.

Believing, also, that much may be done by earnest, prayerful, united, and continued effort, the members of this convention agree to endeavour, according to their several ability, to give effect to the resolutions already adopted relative to the Sabbath school teachers' association.

III. As regards the means to be adopted for the two-fold object of ingathering neglected children, and improving schools now in operation, this convention recommends:

1. The regular and kindly visitation of children and parents by Sabbath school visitors.
2. The formation of union schools on a non-denominational basis, where these may be needed, on account of sectarian feeling or the weakness of churches.
3. The establishment of mission schools in localities where the children, from poverty or any other such cause, are unable to attend schools now in operation.
4. The careful training of teachers for their work by stated teachers' meetings, and, if possible, occasional practical illustrations.
5. The earnest oversight of Sabbath schools by pastors, with sermons addressed to children occasionally.

## VI. Papers on School Books.

### 1. ANTI-BRITISH INFLUENCE OF AMERICAN SCHOOL READERS, HISTORIES AND GEOGRAPHIES.

From an elaborate article in a recent number of the *British Quarterly Review*, from the pen of the Rev. Dr. Vaughan, who recently paid a visit to the United States and Canada, we select the following truly philosophical remarks on the pernicious influence of American School readers, histories and geographies:

"One fact bearing on this point has especially arrested my attention. It is admitted that the artisan class in this country have been found, in the main, steady in their adherence to the cause of the North, and little disposed to bear with any clap-trap in favour of the South. But in the United States, it seems, it is the artisan and labouring classes especially that are found to shout forth approval in public meetings when popular orators are pleased to fling their invectives against England. How is this? It is alleged, and I believe with truth, that the mass of the people are more generally and better educated in the States, than the same class in this country. The American School system secures this almost of necessity. These facts, however, seem to warrant the suspicion, that, if the humbler classes in the United States are in advance of the same class among ourselves in certain elements of school routine, it has somehow come to pass that the balance of clear and moral intelligence on political questions lie with England, and not with America. You may dot a land with school-houses to any extent you please, but Society is the great free school after all. The plant lives from the atmosphere.

One cause of this difference I think I see. The primary schools in the United States have their lesson books, from which the elder scholars are exercised in reading, and these lesson books have a great deal of the Fourth of July tone in them, and impassioned speeches against England are thus made to be familiar to American youth from their childhood. General Howard and Colonel Eaton took me, as a visitor, to a school of freed negro children in Washington, and in the course of the examination, the mistress was requested to call upon some of the elder scholars to read. The lesson chosen was selected, I presume, as being that which had become most familiar to the school. It consisted of specimens of oratory concerning the war of Independence, and was singularly well adapted to associate the name of England in the young mind with everything odious in insolence and oppression. My friends smiled as they found me called to listen to this sort of rhetoric, and very good-naturedly requested that some other lesson should be chosen. Train children to the love of liberty, say I, by all means. I wish we had more of it in England than is now known among us; but



take care that you do not demoralise them in the process. Primary schools on a broad social basis, may be efficient in their literary department, and may be miserably wanting, not only in respect to religion, but in respect to sound moral training."

On this subject we also insert the following correspondence:—

REV. E. RYERSON.—Sir, I was greatly surprised to see, in the *Journal of Education* for August, a notice to the effect that the use of any American geographies will subject the school to the loss of its share of the school fund. I was surprised because I was utterly at a loss to know the reasons for such prohibition. Most certainly every country has the right to prohibit the use of any book in its schools, and no citizen of any other country has the right to call the action in question, still, it may not be wholly improper for a private citizen to ask for the reasons for such action. Will you therefore, if not inconsistent with your duty and the best interests of the cause of popular education in your province, please to inform me why the geographies called American geographies are thus excluded from your schools.

If it is because your own publications are actually better than ours, we will, in Pennsylvania at least, most cheerfully use yours until ours can be so much improved that they will compare favourably with any works of the kind published on this continent.

If ours are immoral in their tendencies, or unsound in their teachings, or false in their statements, we shall be most happy to have the immorality or unsoundness or false statements pointed out, in order that they may be corrected.

Yours truly, CHAS. P. COBURN.  
Harrisburgh, Pa., 5th Oct., 1865. State Superintendent

(COPY OF REPLY.)

SIR,—I have the honour to acknowledge the receipt of your letter of the 5th inst., and have much pleasure in complying with your request, stating the reasons, by a section of our school law passed in 1846, why foreign school books, in our English language, are not allowed to be used in our public schools, without the express sanction of the Council of Public Instruction.

The provision of the law in question, though expressed in general terms, applies of course chiefly to school books published in the United States. I cannot better explain to you the reasons for this provision of the law, than by quoting a few sentences from a Special Report which I presented to our Legislature. June, 1847:

"In regard to the exclusion of American books from our schools, I have explained, as I have had opportunity, that it is not because they are foreign books simply that they are excluded, although it is patriotic to use our own in preference to foreign publications; but because they are, with very few exceptions, anti-British, in every sense of the word.

They are unlike the school books of any other enlightened people, so far as I have the means of knowing. The school books of Germany, France, and Great Britain, contain nothing hostile to the institutions or derogatory to the character of any other nation. I know not a single English school book in which there is an allusion to the United States not calculated to excite a feeling of respect for their inhabitants and government. It is not so with American school books. With very few exceptions, they abound in statements and allusions prejudicial to the institutions and character of the British nation. It may be said that such statements and allusions are "few and far between," and exert no injurious influence upon the minds of children and their parents. But surely no school book would be tolerated which should contain statements and allusions, "few and far between," against the character and institutions of our common christianity. And why should books be authorized or used in our schools inveighing against the character and institutions of our common country? And as to the influence of such publications, I believe, though silent and imperceptible in its operations, it is more extensive and powerful than is generally supposed. I believe such books are one element of powerful influence against the established government of the country. From facts which have come to my knowledge, I believe it will be found, on inquiring, that in precisely those parts of Upper Canada where United States school books had been used most extensively, there the spirit of the insurrection, in 1837 and 1838, was most prevalent.

Though impressed with the magnitude of the evil arising from the indiscriminate use of United States books in our schools, I have thought it premature to recommend the enforcement of the law excluding them, until a proper supply of equally cheap, if not cheaper books, recommended by the Board of Education, should be provided. This, I believe, will be done in the course of the current year; and I doubt not but all parties in the Legislature will

agree in the propriety and expediency of using our own books in our own schools."

I may remark that at a National School Convention, held at Philadelphia some ten or twelve years ago, and over the proceedings of which the late venerable Bishop Potter presided, I drew attention to the anti-British peculiarity of your school books, and the unreasonableness of it, and the provisions of our law in consequence of it. The unadvisableness of continuing such a peculiarity in your text-books was admitted by the best educationists in the Convention, and the propriety of correcting it, which, however, has not been done.

I am sure you would not sanction the use of text books in your schools which contained attacks upon and statements and allusions derogatory to your institutions and government.

I have done all in my power to cultivate and inculcate the most liberal and friendly feelings between this country and the United States, and have often been assailed in the public press for my alleged American partialities; but I should be wanting in duty to my own country to encourage, in the education of its youth, the use of books which disparage the government and institutions which it is their duty to respect and support.

I have, &c.,

(Signed),

E. RYERSON.

Education Office, Toronto, 11th Oct., 1865.

## 2. LOVELL'S SERIES OF SCHOOL BOOKS.

Amongst the successful competitors at the Dublin Exhibition, we are glad to notice the name of Mr. Lovell, to whom has been awarded a silver medal. The award is "for CHEAP and GOOD Educational Works published by him." There is a significance in the terms of the award—good and cheap. They are exactly the requisites of a young country like our own, and the absence of either quality would be fatal. This is not the first occasion on which Mr. Lovell's books have been noticed in Britain. The Jury of the International Exhibition held in London, in 1862, made the following report: "The Colony (Canada) produces many of its own school books, among which may be mentioned 'Lovell's General Geography,' a trustworthy and attractive manual, remarkable for its clear arrangement, and for the fulness of its illustrative and statistical contents." Such verdicts must be highly gratifying to Mr. Lovell; but a more gratifying fact is, that his books are now in general use throughout the Provinces, for which they have been expressly prepared, and are, most of them, sanctioned by the various Councils of Education for use in the schools of the Provinces.—*Montreal Transcript*.

## 3. UNIFORMITY IN SCHOOL BOOKS IN LOWER CANADA.

According to a late decision of the Council of Public Instruction, none but the books which they have approved are to be used in the academies, model schools, and elementary schools of Lower Canada. After the first July, 1866, the Superintendent will refuse to pay their share of the Government grant to those who have not complied with the order. This decision aims at a most worthy object—that of obtaining both excellency and uniformity in the books for education. Amongst the advantages which the uniformity of school-books will offer is that of economy. Larger editions can be made of the same work, with the certainty of a prompt sale, which enables the publisher to lower the price; and, the extra expense, so unwelcome to parents, frequently incurred by an arbitrary change of books in a school, will no longer be possible. Of course the Council and the Superintendent have no power to enforce this desirable uniformity of books upon the very numerous private schools of our cities. And yet the different set of books adopted in each individual school, to say nothing of the frequent changes ordered by whimsical teachers, constitutes a great nuisance.

The evil might be obviated by a mutual agreement, in a conference of leading city teachers, otherwise they had better allow their choice to be guided by the authoritative decisions of the Council.—*Montreal Witness*.

## 4. AN UNIQUE FRENCH SCHOOL BOOK.

Among the school books used in France, is one entirely unknown in this country, consisting of fac similes of letters written by business men, eminent people, etc., intended to teach children the art of reading writing, of which there is almost universal ignorance in America. Every variety of hand is selected, beginning with the best, and gradually proceeding to scrawls which puzzle printers and "blind letters" men in post offices.

## VII. Papers on Prizes in Schools.

### 1. MERIT CARDS IN OUR SCHOOLS.

In regard to the system of merit cards which have recently been

\* The reason for the exclusion of American Text-books is also given in note † on page 393 of "Eighty Years Progress of British North America."

introduced into our Schools, and to which we referred in the *Journal* for May, we have received the following note.

"Your merit ticket system works admirably. The daily prospect of a prize at the quarterly examination keeps the whole school alive."

## 2. SCHOOL PRIZES IN NORTH HASTINGS.

REPORT OF THE TOWNSHIP EXAMINATIONS OF THE COMMON SCHOOLS OF NORTH HASTINGS, DURING SUMMER OF 1865.

The Honourable Mr. Flint, M.L.C. for the Trenton Division, having informed me that he would give \$10 to the Common schools of each municipality in North Hastings, for the purpose of Prize Books, to be competed for at public township examinations, provided the several townships contributed a like sum for the same purpose. I put myself in communication with the Reeves of the several townships of this riding, informing them of Mr. Flint's offer, and am pleased to state that it was promptly accepted.

I then issued a Circular to the teachers, stating that township examinations would be held in July, and that I purposed examining the pupils in the following branches:

*Senior Division.*—Pupils of the age of 12 years and upwards.

Sacred History,—5th book, to the Birth of Christ.

History of Greece, " "

History of Rome, " "

Grammar,—Parsing exercises.

Geography,—Rudiments and questions on the maps.

Arithmetic—Sangster's first book.

*Junior Division.*—Pupils under 12 years of age.

Reading,—3rd book.

Spelling,— " "

Mental Arithmetic.

Writing.

I subsequently held public examinations in the villages of Sterling and Madoc, and in the townships of Madoc, Elzevir, Hungerford, Huntingdon, Tudor, Marmora and Rawdon.

On assembling at each township, the teachers selected Judges to award the prizes; members of the board of public instruction, clergymen, and teachers, from other townships, were generally selected for this purpose.

Before proceeding with the examination, the parcel containing the prizes was opened, and the number of prizes that could be given to each class ascertained, and announced, for the information of the judges and the pupils. It affords me much pleasure to state that the excellent selection made by the Educational Department, enabled me, in all cases, to give from five to seven prizes to each class.

*IN THE FIRST DIVISION.*—The questions on History were close and searching, so much so, as to render a thorough knowledge of the portions selected for examination, indispensable to obtaining a prize.

*Grammar.*—Sentences were given by the judges, which were copied by the pupils on their slates, who, on parsing the exercise, handed them in for examination.

*Geography.*—After thorough examination upon the definitions, questions were put to the pupils as to the boundaries of countries, their capitals, the course of rivers, &c. A correct account was kept of all errors made in replying to the questions; and, at the close of the examination, prizes were awarded to those who had succeeded in answering the greater number correctly.

*Arithmetic.*—Questions were selected by the judges from the first book of Sangster, and prizes awarded upon the same principle as in the last branch.

*JUNIOR DIVISION.—Reading, 3rd Book.*—The judges selected such lessons as they deemed best calculated to test the reading in this book.

*Spelling, 3rd Book.*—The lessons at the head of each chapter were taken for this exercise, any pupils making a mistake retired from the class. In most of the Townships the contest for the prizes was well maintained. In Rawdon all the spelling lessons in this book were gone through before a decision could be made.

*Mental Arithmetic.*—Questions in the simple and compound rules were put to the pupils, an account kept of errors, and the award made at the close of the exercise.

*Writing.*—The copy books were exhibited, containing at least six pages of specimens.

The following statement relative to these examinations will be gratifying.

1st. The attendance of the parents and friends of the pupils was very numerous, indeed so much so, that though the examinations were held at the Town Hall of the townships, or an adjoining church, were crowded to excess; their conduct, notwithstanding the extreme heat and pressure, was orderly and attentive. In every township the deepest interest was manifested in the proceedings, by

the parents of the pupils; they provided refreshments for all who attended, endeavouring to make the day assume the happy appearance of a family gathering.

2nd. The conduct of the pupils in every township was exemplary, their appearance creditable to their parents, their proficiency, in the branches in which they were examined, such as to elicit from the judges warm expressions of commendation.

3rd. In each township I found members of the Board of Education, clergymen, and the friends of education, availing themselves of the occasion to address the audience on the exercises of the day, and to state home truths upon the duties and responsibilities of parents; and it is equally pleasing to state that these truths were listened to and received in a kindly spirit.

4th. The Hon. Mr. Flint accompanied me to the examinations, addressed the people in each township in feeling and appropriate terms upon the subject of education, giving an outline of the progress made in Canada, and comparing the state of Education in his boyhood with the gratifying exhibition which every township can make in the present day. His remarks to the pupils upon their duties to their parents and teachers were listened to with the deep attention and respect they merited.

I have the pleasure to inform you that Mr. Flint announced his intention (so long as he continued member for the Trent Division) to appropriate annually ten dollars to each village, town and township municipality in the division, for the purchase of prizes, upon condition that they gave the same amount for that purpose. I may mention for your information that this will cost him about \$300 annually.

I would further remark that the only draw-back I experienced at these examinations, was the want of buildings large enough to hold the people assembled. So crowded were we in most townships that I was fearful we should have to give them up for want of room. I look forward with the hope that the most active and energetic in each township will, during the ensuing year, make arrangements fitted for a township examination in North Hastings.

T. S. AGAR.

Local Supt., North Hastings.

## VIII. Biographical Sketches.

### No. 58.—JUDGE HALIBURTON.

We regret to announce the death of Mr. Thomas Chandler Haliburton, long a judge in Nova Scotia, on Sunday, at his residence, Gordon House, Isleworth. This well-known author was born in British North America, and at the time of his decease was sixty-eight years of age. He was best known by his literary name of "Sam Slick," by which he achieved great reputation. In 1835 he furnished to a weekly paper at Halifax a series of clever humorous letters, in which the portraiture of American manners formed an inexhaustible subject. In 1837 these were republished at New York, under the title of "The Clockmaker." The book is a satirical history, full of broad humour, lively sallies, and laughable sketches. The hero, Sam Slick, is a thoroughbred Yankee, bold, cunning, and, above all, a merchant—in short, a sort of Republican Panurge. A Second Series of "The Clockmaker" appeared in 1838, and the Third Series in 1840. In 1842, Mr. Haliburton visited England as an *attaché* of the American Legation, and on his return to America in the following year, he published his amusing observations on English society under the title of "The *Attaché*, or Sam Slick in England," in two volumes, to which he added a second series, also in two volumes, in 1844. Mr. Haliburton commenced author as early as 1828, when his "Historical and Statistical Account of Nova Scotia" appeared in two volumes, octavo. This was republished in 1839, after "The Clockmaker" had established his fame, in which year he also threw off "Bubbles of Canada," "The Old Judge, or Life in a Colony," and "The Letter Bag of the Great Western;" but it is to "The Clockmaker" and "The *Attaché*" that he will owe his future position in the ranks of English literature. Of his more recent works, "Nature and Human Nature," published in 1855, has passed through several editions, "Rule and Misrule of the English in America," in two volumes, appeared in 1851; and "Yankee Stories," and "Traits of American Humour," the latter in three volumes, in 1852. The *Attaché*, unlike Nathaniel Hawthorne, during his stay amongst us had learnt to love the "Old Country." When he gave up his judgeship in Nova Scotia, he crossed the Atlantic, permanently settled in England, and was elected member for Launceston in the Conservative interest. Though a constant attendant in the House, his voice, naturally weak and feeble, prevented him from taking any prominent part in the debates. His declining health led to his retirement into private life at the close of the last Parliament. Sterne, Wilsop, Dickens, "George Eliot," and Haliburton, are our chief writers of rhaps-

sodical discourses, and each has had the singular facility of preserving a marked individuality. As a member of the Imperial Legislature, Mr. Haliburton's voice was always ready in the defence of the colonies of British North America, and he rarely spoke except upon colonial questions. His pen, too, was not idle in the same direction. Last year he paid his last visit to Nova Scotia, and was among those who were assembled at the village of Windsor in August to welcome the Canadian delegates to that Province, as they stepped off the little steamer which bore them from St. John. He died universally esteemed.—*The Reader*.

#### No. 59.—SIR WILLIAM R. HAMILTON.

By the steamer *City of Boston* we receive the news of the death of Sir William Rowan Hamilton, a celebrated British natural philosopher and astronomer. He was born in Dublin, August 4, 1805, and was at his death in his 61st year. At an early age he gave evidence of the highest intellectual power. At three years of age he was consigned to the care of his uncle, Rev. James Hamilton, and when thirteen years old, he was, in different degrees, acquainted with thirteen different languages. At the age of 14 he addressed a letter of greeting in the Persian language to the Persian ambassador in England. At the age of 18 he entered the Dublin University, where he at once gained the first place, and in 1828, while still an under-graduate, was appointed Professor of Astronomy in the University Royal of Ireland. In 1837, he was elected President of the Royal Irish Academy. In 1835 he was knighted by Lord Normandy, Lord Lieutenant of Ireland, for his advancement in science. Sir W. Hamilton has been engaged in numerous investigations on scientific subjects, and has published a number of works containing his results. One of the most celebrated of these is an "Essay on the Theory of Rays," which was read to the Royal Academy, December, 1864, and his last and most elaborate work is his "Method of Calculus of Quaternions," which was accomplished in 1854, a mathematical work of great distinction.

#### No. 60.—SIR WILLIAM JACKSON HOOKER.

England mourns the loss of one of her greatest botanists, a man who by the labours of his life has made Kew one of the centres of the scientific study he loved so well, and the envy of all the capitals of Europe. It happens but rarely to one man to play such an important part in the encouragement of a branch of research as that undertaken by Sir William Hooker, and whether we look upon those eleven acres of garden, now expanded into 270, with museums, conservatories, libraries, herbaria, hothouses, fern-houses, and ten thousand of the most precious trees, we must acknowledge that it is rarer still that a man is found who does his work so well. But even this is not all. Kew under his care has become a central influence which has gradually shown itself in the formation of similar establishments in our colonies, a breathing of new life into others, and the dissemination and intercommunication of things botanical over the civilized world. William Jackson Hooker was born at Norwich on the 6th of July, 1785, and was educated at the High School in that town. A keen sportsman, he soon formed a fine collection of the birds of Norfolk, which was rendered more valuable by many close observations on their habits; and the friendship of Messrs. Kirby and Spence and Alexander Macleay, the then Secretary of the Linnean Society, induced him to devote much time to entomology. The discovery of the *Buxbaumia aphylla*, one of the most curious and rare of British mosses, which he took to Sir James Smith, the most eminent botanist of the day, encouraged him to commence the study of that science, which afterwards became the main pursuit of his life. He early made extensive botanical tours in the wildest parts of Scotland (including the Orkneys, Hebrides, &c.) In 1800, encouraged by Sir Joseph Banks, he visited Iceland, which he extensively explored, making large collections in all branches of natural history. In 1810-11 he made extensive preparations for accompanying Sir Robert Brownrigg, the Governor of Ceylon. The zeal with which he carried on his preparations may be exemplified by the fact that he made pen and ink copies of the plates and descriptions of the entire MS. series of Roxburgh's Indian plants. In 1814 he explored parts of France, Switzerland, and the north of Italy. In 1820 he accepted the Regius Professorship of Botany in Glasgow, at which place the next twenty years of his life were passed. During his residence at Glasgow he published various botanical works. In 1826 he commenced the authorship of *The Botanical Magazine*, which he carried on for nearly forty years. In 1836 he was knighted by William the Fourth, in acknowledgement of his distinguished services to science; and in 1841 he received his appointment at Kew, where he died on the 12th August, having just completed his eightieth year.—*The Reader*.

## IX. Miscellaneous.

### 1. INDIAN SUMMER.

Clothed in royal robes the woodland,  
Scarlet-hued, and gold and green;  
Green and golden carpets cover  
All the brown earth thickly over—  
Fairest that were ever seen.

And the Autumn's mystic seeming,  
As a sweet prophetic dreaming,  
With fond fancies overteeming,  
Weaves around its magic spell  
As its lullings, low and lazy,  
And its gentle, soothing murmurs  
Many a tale of wonder tell.

For a witchery is ringing  
Over forest, field and hill,  
And a music burden chorus  
Softly, softly swelling o'er us,  
Breaking in a thousand echoes,  
Bears its music-burden still.

Dallying with dishevelled tresses,  
Now the west wind gently presses  
On a fever-heated brow,  
And with soothing, sweet caresses,  
Whispers lovingly and low.

O! the world is full of beauty,  
In those dreamy days I sing;  
All envailed in tender sadness  
Sweeter than the summer's gladness,  
Sweeter than the bud and blooming  
Of the beautiful bright spring.

### 2. QUEEN VICTORIA IN COBURG.

On Saturday, the 26th August, Queen Victoria presided at the uncovering of the Albert statue in Coburg. It is understood that more than one royal personage who had desired to be present was informed, by Her Majesty's wish, that the occasion was one of a strictly domestic interest. The statue is erected in the town of Coburg, but the actual birth-place of Prince Albert was the Chateau of Rosenau, about three miles distant. The weather was favorable for the inauguration, and the town was crowded with visitors. The Prince of Wales and the Duke of Cambridge wore uniforms as generals in the British army. The Crown Prince of Prussia, Prince Louis of Hesse, and the Duke of Wurtemberg, were attired in the military dress of their respective countries. Prince Alfred wore a Coburg uniform, and the princesses wore light summer costumes. The Duke and Duchess of Saxe Coburg arrived shortly before four o'clock, and were greeted cordially by their subjects. On the arrival of the Queen, the band played the English national anthem, and immediately afterwards the choir, accompanied by the band, sang a hymn, "Heil dir in Siegerkranz." After the hymn, the white cloth surrounding the statue was let fall, and the figure of the Prince Consort stood revealed. The statue is of colossal size, and, in the left hand is a baton, whilst the right rests on a plan of the Great Exhibition, which rests on a stone at the side of the figure. It is gilt, and stands on a pedestal of black polished granite. Luther's hymn, "Ein feste Burg," was then sung, accompanied by the band, and the Queen was conducted by the Duke of Saxe-Coburg towards the statue. Her Majesty was followed by all the members of the Royal Family, and, on arriving at the foot of the colossal figure, the Queen first gazed for a second at the features of the Prince, and then handed to one of the young ladies of the city who had been admitted within the railings, the bouquet which had been lying in front of Her Majesty. The Queen's example was followed by all the princesses, and numerous bouquets were laid at the foot of the statue. The ceremony then closed, and the Queen left for Rosenau.

### 3. LETTER FROM THE QUEEN TO THE MUNICIPALITY OF COBURG.

Previous to leaving Rosenau, Queen Victoria desired the following letter of thanks to be addressed to the municipality of Coburg:—"The Queen has been both touched and rejoiced to see how the inhabitants of the town of Coburg have associated themselves with her endeavor to honor the memory of her never-to-be-forgotten consort. The recent proof of the affection borne towards the Prince, by his native town, has deeply moved the Queen. Coburg, the birthplace of her consort and her mother, will always

be held dear to the Queen. She cannot now leave Coburg without expressing her warmest thanks both to the burgomaster of the town, and, through him, to all the inhabitants, for the marks of attachment she has experienced upon this last visit as upon every previous occasion. Coburg, September, 1865. (Signed) GRANVILLE."

#### 1. SWEARING IN OF THE ADMINISTRATOR OF THE GOVERNMENT.

As the account of this ceremony might be interesting to some of our young readers, we insert the following from the *Gazette*:—

At noon, on the 30th ultimo, the ceremony of swearing in Lieutenant-General Sir John Michel, K.C.B., &c., as Administrator of the Government during the absence of His Excellency Lord Monck, took place in the Council Rooms of the Advocates' Chambers. A large number of spectators were present. In the room were also the following members of the Executive Council: Hon. Attorney-General Macdonald, Minister of Militia; Attorney-General Cartier; Hon. Mr. McDougall, Provincial Secretary; Hon. Mr. McGee, Minister of Agriculture; and Hon. Mr. Galt, Finance Minister. Hon. Judge Aylwin (who adjourned the Court of Queen's Bench for an hour to perform the ceremony); Hon. Judges Badgley, Mondelet, Berthelot, and Drummond, were present in their official robes. The Council was attended by W. A. Himsworth, Esq., Assistant Clerk of the Council. Among those present were, Sheriff Bouthillier, His Worship the Mayor (who wore his gold collar of office, and the Norwegian order of St. Olaf), etc. A number of ladies, and a good representation of the Montreal Bar were also in attendance. Precisely at noon Lieutenant-General Michel entered the room, attended by the following staff: Colonel Lysons, C.B., Assistant Quartermaster-General; Colonel Thackwell, Deputy Adjutant-General; Colonel Earle, Military Secretary; Captain De Montmorency, Aide-de-Camp; and Colonel Irvine, Provincial Aide-de-Camp. The General and staff wore full uniform, the former being distinguished by a large number of decorations, including the Cross of the Bath, three foreign crosses, and three medals for service in the East and elsewhere. The General having advanced to the table, the Clerk of the Council read the despatch from the Colonial Office, granting leave of absence to His Excellency Lord Monck, and directing that, during his absence, the senior military officer, in command of the forces, hold the office of Administrator of the Government. His Honor Justice Aylwin, in the absence of the Chief Justice Duval, now administered to Lieutenant-General Michel the following oaths, which he subscribed:—"I, Sir John Michel, K.C.B., do sincerely promise and swear, That I will be faithful and bear true Allegiance to Her Majesty Queen Victoria, as lawful Sovereign of the United Kingdom of Great Britain and Ireland, and of this Province of Canada, dependent on and belonging to the said United Kingdom; and that I will defend Her to the utmost of my power against all traitorous conspiracies and attempts whatever which shall be made against Her Person, Crown, and Dignity; and that I will do my utmost endeavour to disclose and make known to Her Majesty, Her Heirs and Successors, all treasons and traitorous conspiracies and attempts which I shall know to be against Her or any of them; and all this I do swear without any equivocation, mental evasion, or secret reservation, and renouncing all pardons and dispensations from any person or persons whatever to the contrary. So help me God." The other oaths administered were, that His Excellency should do justly, with due regard to the interests of our Queen and country, to all of which he kissed the Bible, and audibly responded, "So help me God." The Judges then also appended their signatures, thus concluding the ceremony. These oaths having been administered, the Great Seal of the Province was placed in the hands of His Excellency, who delivered it to the Hon. Mr. McDougall, the Provincial Secretary, in the usual formal words, announcing to him that he had perfect confidence in the use he would make of the same. His Honor Judge Aylwin having congratulated His Excellency the Administrator of the Government on his assumption of office, the proceedings came to an end. The Executive Council afterwards held a meeting in the same room.

#### X. Educational Intelligence.

—GRAMMAR SCHOOL, FERGUS.—We are requested to state that in the September number of this *Journal* the number of pupils attending the Fergus Grammar School was understated. The daily average number should have been nearly fourteen, for the three months ending the 30th of June, during which the school was open, or nearly seven for the full half yearly school period of six months—during three of which the school was not in operation.

—EDUCATIONAL INSTITUTE OF CENTRAL CANADA.—We are requested to state that "The second annual meeting of the Educational Institute for Central Canada, will be held in the Lecture Room of the Mechanics'

Institute, Ottawa, on the last Friday of December, at 10 o'clock A.M. John McMillan, Secretary.

—BISHOP'S COLLEGE.—The Hon. Mr. Justice Meredith, of Quebec has been elected Chancellor of Bishop's College, Lennoxville.

#### XI. Departmental Notices.

##### REPORTS FOR LOCAL SUPERINTENDENT'S.

Those local superintendents who do not receive the blank form for Trustees, yearly and half yearly reports direct from the Department, through the post office, will find them at the office of the County Clerk—to whom they have been enclosed with the School Registers, &c.

##### METEOROLOGICAL STATIONS IN UPPER CANADA.

His Excellency, the Administrator of the Government in Council, has been pleased, on the recommendation of the Council of Public Instruction for Upper Canada, to approve of the following meteorological stations in Upper Canada, in terms of the eleventh Section of the Grammar School Improvement Act of last session, viz.: Windsor, Goderich, Stratford, Simcoe, Hamilton, Barrie, Peterborough, Belleville, Cornwall and Pembroke. The eleventh section of the Act is as follows:—

"Each of the Grammar School Meteorological stations, at which the daily observations are made, as required by law, shall be entitled to an additional apportionment out of the Grammar School fund, at a rate not exceeding fifteen dollars per month for each consecutive month during which such duty is performed and satisfactory monthly abstracts thereof are furnished to the Chief Superintendent, according to the forms and regulations provided by the Department of Public Instruction; but the number and locality of such meteorological stations shall be designated by the Council of Public Instruction with the approval of the Governor in Council."

The Departmental regulations on the subject will be published in the next number of the *Journal of Education*.

##### USE OF AMERICAN GEOGRAPHIES ILLEGAL.

According to previous notice, the Council of Public Instruction has withdrawn its sanction to the use of Morse's Geography in any of the public schools of Upper Canada. Hereafter it will not be lawful (after the copies now in actual use in any school are worn out) to use either Morse's or any other American geography in either the Grammar or Common Schools of Upper Canada. A violation of this order in any case will render liable the school concerned to the loss of its share in the Grammar School Fund or Legislative School grant, as the case may be.

##### BOOKS APPROVED BY THE COUNCIL OF PUBLIC INSTRUCTION FOR USE IN THE SCHOOLS OF UPPER CANADA.

The following books, published in Canada, have been approved and recommended by the Council of Public Instruction for use in the Grammar and Common Schools of Upper Canada:—

Sangster's National Arithmetic, in Theory and Practice, adapted to the Decimal Currency.

Sangster's Elementary Arithmetic, in Decimal Currency.

Sangster's Elementary Treatise on Algebra.

Lovell's General Geography; by J. George Hodgins, LL.B.

Easy Lessons in General Geography; by ditto.

School History of Canada and the other British North American Provinces; by ditto.

##### ADAM MILLER'S CHEAP SCHOOL BOOKS.

BULLION'S Analytical and Practical English Grammar, 50 cents. Introduction to ditto, 25 cents. Stoddard's Juvenile Mental Arithmetic, 18 cents. Stoddard's American Intellectual Arithmetic, 30 cents.

Lovell's Series of School Books. The National Series. Stationery of every description. A liberal discount allowed to teachers.

ADAM MILLER,

Oct. 2, 1885.

36n., n. p.

62 King Street East, Toronto.

ADVERTISEMENTS inserted in the *Journal of Education* for 20 cents per line, which may be remitted in postage stamps, or otherwise.

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All communications to be addressed to J. GEORGE HODGINS, LL.B. Education Office, Toronto.

1866. Jan. 18

# JOURNAL OF EDUCATION, Upper Canada.

VOL. XVIII.

TORONTO: DECEMBER, 1865.

No. 12.

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## COUNTY SCHOOL CONVENTIONS IN UPPER CANADA.

OFFICIAL CIRCULAR FROM THE CHIEF SUPERINTENDENT TO THE MUNICIPAL COUNCILLORS, LOCAL SUPERINTENDENTS, VISITORS, TRUSTEES, TEACHERS, AND OTHER SUPPORTERS OF PUBLIC SCHOOLS IN UPPER CANADA.

GENTLEMEN,—When I began, in 1844, to apply myself to establish and mature our present system of public elementary instruction, it was part of my plan to visit foreign educating countries once in five years, in order to acquire information, to observe the nature, working and progress of systems of public instruction, so that we might in our educational system and institutions profit as much as possible by the example and experience of other enlightened countries. It was also another part of my plan to visit each County in Upper Canada once in five years, in order to acquire local information as to the circumstances and wishes of the people, to hold free consultations as to the working, progress and defects of our own system of public instruction, and the best means of improving and adapting it to the institutions and wants of the country.

2. My last quinquennial tour was made in January, February and March of 1860; but my health did not permit me to undertake the great labour of another tour last year; and the absorption of the public mind with the subject of confederation and other exciting questions, seemed to render it inopportune for me to hold public County conventions on school matters.

3. I purpose in the course of the next three months, Providence permitting, to make my fourth and probably last visit to each County, or union of Counties in Upper Canada, in order to hold a County school convention of all school officers and other friends of general education who may think proper to attend. The law

makes it the duty of each local superintendent "to meet and confer with the chief superintendent of education, at such time and place as he may appoint, when making an official visit to the County for the promotion of the interests of education." By law, all Clergymen, Judges, Members of the Legislature, Members of County Councils, Magistrates and Aldermen, are *School Visitors*. I will be happy to meet and confer not only with School Visitors and Local Superintendents, but also with as many Trustees, Teachers, and Friends of Education generally, as can make it convenient to attend—including, of course, such Trustees and other school officers and promoters of Education, as reside in the cities, towns and incorporated villages in each County, within the limits of which a County Convention shall be held.

4. The object of each Convention will be:—

(1). To consider any suggestions which may be made for the amendment of the school law, for the improvement of the schools, for the diffusion of education, and for the extension and usefulness of prize books and public libraries.

(2). To consider, especially, whether or not it would be desirable to have one Board of School Trustees for each Township, as there is one Board of Trustees for each City, Town, and Incorporated Village; and whether the Township Council should not be such Board of School Trustees—thus putting an end to the trouble and disputes arising from School Section divisions and alterations, the election of Section Trustees, and the levying and collecting of School Section rates, &c.—greatly simplifying the machinery of the School System, leaving to parents a larger discretion as to the selection of a school for their children, and giving greater permanency to the situation of teachers. In several of the neighbouring States, where the system of Township Boards of School Trustees has been established in the place of School Section Trustees, the advantage is said to be immense. The Township Board would, of course, appoint for each school a Visiting Committee of three, who would visit the school from time to time, and report annually, or oftener, its state and progress to the Board.

(3.) It is also proposed to consider whether each Municipal Council should not be invested with power to bring to account and punish by fine, or requiring to work on the roads, parents who do not send their children, between seven and fifteen years of age, to some school at least four months in each year.

5. Such are the subjects on which I propose to ascertain the opinions and wishes of the country, as far as possible: for, as the School System has been thus far remarkably successful, and the country at large has so nobly sustained and extended it, I do not



propose to recommend any change in any of the provisions of the school-law without consulting, as far as practicable, the school-managers, parents, and friends of education in each county on the subject. I hope their attention, and that of the public press, will be directed to the above-mentioned subjects, and the results of their reflections and consultations given at the proposed Conventions.

6. If health and strength permit, I propose to deliver a short address (not lecture) at the opening of each County School Convention.

7. In order to afford the best opportunity possible for attendance by persons at a distance, each convention will be held in the day-time, with two or three necessary exceptions. The meeting of each convention will take place at (unless otherwise stated) one in the afternoon, and the proceedings will commence precisely at half-past one, whether few or many be present. In two or three cases, the meeting of the conventions will take place at other hours of the day, arising from the impossibility (on account of distances or railroad arrangements) of holding them at the usual hours, without giving more time to a county than can be afforded, in connection with the accomplishment of the tour during the period of good winter roads.

8. The time and place of each of the proposed County School Conventions are as follows:—

COUNTY.	TOWN.	Day of the Week.	Day of the Month.	Hour of the Day.
Lincoln	St. Catharines	Monday	Jan. 15	Half-past One, p. m.
Welland	Welland	Tuesday	16	do
Hastings	Yonge	Wednesday	17	Eleven, a. m.
Norfolk	Simcoe	Thursday	18	Half-past One, p. m.
Brant	Stratford	Friday	19	do
Wentworth	Hamilton	Saturday	20	do
York	Newmarket	Monday	23	do
Simcoe	Georgetown	Tuesday	24	do
Grey	Orono	Wednesday	25	Seven, p. m.
Brace	Walkerton	Thursday	26	Half-past One, p. m.
Huron	Godwin	Friday	27	do
Perth	Stratford	Saturday	28	do
Leamington	Salina	Sunday	29	do
Essex	Sandwich	Monday	30	do
Kent	London	Tuesday	31	do
Middlesex	London	Wednesday	Feb. 1	do
Rich.	St. Thomas	Thursday	2	do
Oxford	Woodstock	Friday	3	do
Waterloo	Wellington	Saturday	4	do
Wellington	Wellington	Sunday	5	do
Peel	Mississauga	Monday	6	do
Halton	Halton	Tuesday	7	do
Ontario	Whitby	Wednesday	8	do
Durham	Whitby	Thursday	9	do
Victoria	Port Hope	Friday	10	do
Peterborough	Port Hope	Saturday	11	Eleven, a. m.
Northumberland	Peterborough	Sunday	12	Seven, p. m.
Hastings	Georgetown	Monday	13	Half-past One, p. m.
Prince Edward	Georgetown	Tuesday	14	do
Lenox and Addington	Georgetown	Wednesday	15	do
Frontenac	Georgetown	Thursday	16	do
Lennox	Georgetown	Friday	17	do
Leeds	Georgetown	Saturday	18	do
Greenville	Georgetown	Sunday	19	do
Brantford	Georgetown	Monday	20	do
Stromont	Georgetown	Tuesday	21	do
Glennary	Georgetown	Wednesday	22	do
Prescott and Russell	Georgetown	Thursday	23	do
Carleton	Georgetown	Friday	24	do

9. I take it for granted, that, as on former occasions, in each of the places above mentioned, the Court House or Town Hall, or some other convenient building, can be procured for holding the County School Convention; and I must rely upon the kind co-operation of the Local Superintendent, aided by the Trustees in each County Town, to provide the needful accommodation for holding the County School Convention, for giving due notice of the same.

10. The Newspaper Press in each County, is respectfully requested to give notice of the time, place, and objects of the School Convention for such County.

I have the honour to be, Gentlemen,

Your most obedient Servant,

E. RYERSON,

Chief Superintendent of Education for Upper Canada.

Education Office,  
Toronto, 26th December, 1865.

## II. The Grammar Schools of Upper Canada.

### CIRCULAR FROM THE CHIEF SUPERINTENDENT OF EDUCATION, TO BOARDS OF TRUSTEES OF GRAMMAR SCHOOLS IN UPPER CANADA,

WITH THE NEW GRAMMAR SCHOOL IMPROVEMENT ACT AND REGULATIONS.

GENTLEMEN,—I herewith transmit you a copy of the new "Grammar School Improvement Act," and of the revised Programmes of Studies, which have received the approval of the Governor-General in Council, and which are designed to give effect to the wishes of the Legislature, and the comprehensive objects of the Grammar School law, namely: to make the Grammar Schools the high schools of their respective localities—intermediate schools between the Common Schools and the University—to prepare youth to matriculate in the University, in arts, in law, and in the department of civil engineering, to give to intended surveyors their preliminary education, and to impart the higher branches of an English and commercial education to those youth whose parents do not wish them to study Greek or Latin.

2. My printed Circulars to the Municipal Councils of counties, cities, towns, and incorporated villages, explain the equitable and public grounds on which a liberal municipal support may be reasonably and confidently expected to be given to the Grammar Schools. By the provisions of the new Act, a sum equal to one-third will be added to the Grammar School fund, for the payment of teachers' salaries. One condition required by the regulation is, that "after the 1st day of January, 1866, no Grammar School shall be entitled to receive any thing from the Grammar School fund unless suitable accommodations are provided for it, and unless it shall have a daily average attendance (times of epidemic excepted) of at least ten pupils learning Greek or Latin." It is not worth while to have a Grammar School in a place where there is not sufficient interest in it to provide suitable accommodations, or the material for the attendance at the Grammar School of at least ten regular pupils in those subjects, the teaching of which was its primary object. It is much better to concentrate the school fund, and to give adequate support to a smaller number of good Grammar Schools, than to dissipate it on a large number of inefficient and nominal schools.

3. Hitherto, many of the Grammar Schools have done little as classical schools, and taught few, if any, of the English branches of a good education, which have been as well, if not better taught, in many of our Common Schools. The object of the law, and of the revised Programmes of Studies, is to prevent any further dissipation of the Grammar School fund in this way; to prevent the Grammar Schools from poaching upon Common School ground, or being rivals of Common Schools; to make them English high schools; and to render them efficient in their appropriate work of elementary classical, and superior education. But while it is intended that they shall accomplish, to as great an extent as possible, the ends of good classical schools, special regard is had in the second, or English course of studies, to the increasingly wide and pressing demands of a high English and commercial education, supplementary to the elementary education which is provided in the Common Schools.

4. It will be observed, that the pupils are not to take certain subjects of the Grammar School course as a matter of form, in order to be retained as Grammar School pupils, while they are, in reality, but Common School pupils, almost wholly employed in learning the elementary subjects of Common School instruction. None can be recognized as Grammar School pupils but those who really are so, and who are *bona fide* pursuing the whole of the subjects in one of the two courses of studies prescribed in the Programmes. The pupils of all the schools are to be finally admitted, on examination, by the inspector. This places all the schools on the same footing, and brings the pupils of each, on their admission, up to the same standard; and every school shares in the fund according to its work, irrespective of county or locality. Under

the provisions of the new Act, there is no apportionment to counties according to population, nor any distinction between senior and junior Grammar Schools; but, as the seventh section of the Act expresses it: "The apportionment, payable half yearly to the Grammar Schools, shall be made to each school conducted according to law, upon the basis of the daily average attendance at such Grammar School of pupils in the Programme of Studies prescribed according to law for Grammar Schools; such attendance shall be certified by the head master and trustees, and verified by the inspector of Grammar Schools."

5. During more than ten years, I have employed my best exertions to get the great principle of our Common School system applied to that of the Grammar Schools, namely: the principle of each municipality providing a certain proportionate sum, as a condition of sharing in the school fund provided by the Legislature. This is the vital principle of our Common School system, and is the main element of its wonderful success. The intelligent liberality of the municipalities has far exceeded the requirements of the law in relation to our upwards of four thousand Common Schools; I doubt not a like liberality and intelligence will soon be shown in regard to our one hundred Grammar Schools.

6. Relying upon the liberal co-operation of the county, city, town, and village municipalities, and to facilitate, as far as possible, the labours of the trustees, I will make and pay the next year's apportionment of the Grammar School fund, in aid of the Grammar Schools which are conducted according to law, without waiting for the proportionate sums required by law to be provided from local sources; but if these sums, in any instances, are not provided in the course of the year, it will then be my duty to withhold, in all such cases, the payment of any further sums from the school fund, until the deficiency is made up.

7. With the additional co-operation and means which the new Act provides in behalf of Grammar Schools, and the practical Programme of Studies prescribed, it remains for the trustees to employ their earnest and patriotic exertions to make the Grammar Schools, under the Divine blessing, fulfil their noble mission, and prove an honour, as well as a general blessing, to the country.

I have the honour to be,

Sir,

Your very obedient servant,

E. RYERSON.

EDUCATION OFFICE,

TORONTO, 1st December, 1865.

## 2. CIRCULAR TO WARDENS OF COUNTIES IN UPPER CANADA.

### ON THE NEW GRAMMAR SCHOOL IMPROVEMENT ACT.

SIR,—I have the honour to enclose you herewith, for the information of the County Council over which you preside, a copy of the new Grammar School Improvement Act; by the provisions of which, it will be seen that cities, with one exception, are made counties for Grammar School purposes; and the County Council will hereafter appoint one-half of the members of the Board of Trustees of any Grammar School situated in any Town or incorporated Village, and the municipal Council of such Town or Village will appoint the other half of the members of such Board. In regard to Grammar Schools not situated in any Town or Incorporated Village, the new act makes no change in the mode of appointing Trustees; the appointment of these trustees still rests with the County Council.

2. The great object of this Act is to make Grammar Schools what they were intended to be, and what they ought to be,—namely: Intermediate Schools, between the Common Schools and the University Colleges—to prepare these pupils for matriculation into the University, who intend to acquire an University education—to impart to other pupils the higher branches of an English education, including the elements of French, for those who intend to engage in the various pursuits of life without entering the University—and also to impart a special prepara-

tory education to those who intend to become Surgeons and Civil Engineers.

3. It is upon this broad basis, and with these comprehensive and important objects in view that the programme of studies and regulations have been revised; and on these grounds they present strong claims to the liberal support of the counties and municipalities where they are established—not, in any way, being the rivals of the Common Schools, nor permitted to do Common School work, but to perform a higher educational work of the greatest importance to the advancement of the country, which can neither be done by the Common School on the one hand, nor by the College on the other.

4. The progress, institutions, professions and employments of our country, together with the influx of many well educated persons from other countries, render these intermediate Schools an indispensable necessity, if our native youth are to maintain their proper position in society, and if our country is to maintain its rank in comparison with other educating and progressive countries. But the Grammar Schools cannot accomplish the objects of their establishment without further aid in addition to that of the small Fund provided by the Legislature. No such schools ever did fulfil their mission by mere fees of pupils and a small Legislative grant, without liberal local support, unless they had a large independent endowment—which is not the case with the Grammar Schools of Upper Canada. The County Councils have, of late years, created a large number of Grammar Schools; and the authors of any offspring ought not to leave it to languish and starve for want of support.

5. It appears from the returns of 1864, that to 49 of the 101 Grammar Schools some municipal aid had been granted last year; but the other 52 Grammar Schools have had no other resources than fees of pupils and the apportionment from the Grammar School Fund. It is not, therefore, surprising that so many of the Grammar Schools are little better than Common Schools, and some of them, both in accommodations and efficiency, inferior to the Common Schools in the same Town or Village. This ought not so to be. All reasonable men must admit that it is better to discontinue the Grammar Schools where there are no materials for their operations and support, and concentrate joint legislative and municipal appropriations upon a smaller number of good Grammar Schools than to dissipate these funds upon a large number of poor and needless schools. In order to remedy this evil to some extent, it has been provided that no Grammar School shall be entitled to share in the Grammar School Fund which has not proper accommodations provided for it, and an average attendance of at least ten pupils in one of the languages, for teaching which that Fund was originally created; and the *Sixth* section of the new Grammar School Improvement Act provides that "No Grammar School shall be entitled to share in the Grammar School Fund, unless a sum shall be provided from local sources, exclusive of fees, equal at least to half the sum apportioned to such school, and expended for the same purposes as said Fund"—namely, for the salaries of Teachers.

6. The Act does not say in what way the proportionate sum from "local sources" shall be provided; but I would suggest that, as the County Council appoints one half of the Board of Trustees for the management of each Grammar School, the County Council should provide one half of the sum required by law to be provided from "local sources" as a condition of sharing in the Fund. But a higher and broader ground for this suggestion is, not only that the Grammar School is a national school and the country has a special interest in it, as has the country at large as evinced by the Legislative provisions for Grammar Schools, but a large number of rate payers in the Country do not send their children to the Common Schools, but to the Grammar and other Schools; yet their properties are largely assessed for providing Common School premises and for supporting Common Schools. It is but equitable, therefore, to these ratepayers—apart from other considerations—that a small portion, at least, of the school assessments in counties should go to support the one or more County Grammar Schools. It is to be recollected that the county school assessment forms but a small part of the assessments levied (by Municipal Coun-

cils and Trustees) in the county for School purposes; and it is only by the County Council granting some part of its school assessments in aid of Grammar Schools, that it can do justice to those ratepayers who have sent or are sending their children to the Grammar and to other than Common Schools, yet have paid assessments in all past years for the support of Common Schools. Therefore, upon these personal grounds of equity between different classes of ratepayers, as well as upon these broad, public and national grounds, I trust your County Council will aid in doing for the few Grammar Schools what has been so long and liberally done by all classes for the Common Schools.

7. Relying upon your intelligent and liberal co-operation (which you have so nobly evinced in regard to the Common Schools), and anxious to the utmost of my power to facilitate the exertions of your Grammar School Trustees, I will make and pay the apportionment for 1866 in aid of each Grammar School conducted according to law, without waiting for the payment of the proportionate sum required by law to be provided from local sources. The vital principle of our Common School system, and the most potent element of its great success, is this co-operation between the Legislature and each municipality in its support. Many municipalities have far exceeded the required conditions of the law in making provision for Common Schools; I trust, by a similar intelligence and liberality in regard to the Grammar Schools, it will soon be your happiness to see them, equally with the Common Schools, fulfilling their appropriate mission, and conferring inestimable blessings upon the country.

I have the honour to be, Sir,

Your very obedient servant,

E. RYERSON.

EDUCATION OFFICE, Toronto, 9th Nov., 1865.

### 3. CIRCULAR TO MAYORS OF CITIES IN UPPER CANADA.

#### ON THE NEW GRAMMAR SCHOOL IMPROVEMENT ACT.

SIR,—I have the honour to transmit herewith, for the information of the Council over which you preside, a copy of the new Grammar School Improvement Act, the first section of which provides, that "Each city shall for all Grammar School purposes, be a County; and its Municipal Council shall be invested with all the Grammar School powers now possessed by County Councils; but when, and so long as, the only Grammar School in the County is situated within a City, the Council of such County shall appoint one half the Trustees of such Grammar School." The City of Kingston is the only city to which the latter clause of this section of the Act applies. The sixth section of the Act provides, that "The Grammar Schools

shall be entitled to share in the Grammar School Fund, unless a sum shall be provided, from local sources, exclusive of fees equal at least to half the sum apportioned to each school, and expended for the same purpose as the said fund"—namely, for the payment of Teachers' salaries. I have suggested to the County Council, that as it jointly with your City Council appoints the Trustees, each Council should provide one half of the amount required to be raised from local sources. This may be done by making an appropriation from the clergy reserve moneys, or from the general funds of the municipality.

The new Act places your Grammar School wholly under the management of a Board of Trustees, appointed by your Council; and the object of the Act and of the recently revised Programme of studies is, to make your Grammar School what it ought to be, a High School for your City—an intermediate School between the Common Schools and the University—preparing pupils to matriculate into the University, either in arts, or law, or in the department of civil engineering, providing for intended surveyors their preliminary education, and imparting the higher branches of an English and commercial education to those youths whose parents do not wish them to study Greek or Latin. The progress and institutions of our country render such schools an indispensable necessity.

3. Considering, therefore, the objects and importance of your Grammar School, and that it is to be henceforth under the management of a Board of Trustees appointed by your Council, I confidently trust that nothing will be wanting on the part of your Council to provide as liberally for the accommodations and support of your Grammar School as you have for the accommodation and support of your Common Schools. Many of your citizens have never sent their children to the common schools, though their property has been largely taxed to provide for the accommodation and support of those schools. It is but just, therefore, to such citizens, apart from other higher and more public considerations, that a portion of your future School assessments should go to provide for the accommodation and support of your public Grammar School.

4. Relying upon your intelligent and liberal co-operation in regard to your Grammar School, and desirous of facilitating, as far as possible, the exertions of the Trustees which you may appoint, I will pay the apportionment to it in 1866, without waiting for the proportionate sum required by law to be provided from local sources. I trust your Grammar School will soon take its appropriate place among the public schools of your city—so honourable to the citizens and so hopeful for their offspring.

I have the honour to be,

Sir,

Your very obedient servant,

E. RYERSON.

EDUCATION OFFICE, Toronto, 12th Nov., 1865.

### 4. CIRCULAR TO MAYORS OF TOWNS, AND REEVES OF INCORPORATED VILLAGES IN UPPER CANADA,

#### ON THE NEW GRAMMAR SCHOOL IMPROVEMENT ACT.

SIR,

I have the honour to transmit you herewith—for the information of the Council over which you preside—a copy of the new Grammar School Improvement Act of 1865; by the second section of which your Council will, hereafter, have the appointment of one-half the members of the Board of Trustees for the Grammar School situated within your municipality. Your County Council still retains the appointment of the other half of the members. I enclose you herewith a copy of the Circular which I have addressed to your County

Council on this subject; and I beg to call the attention of your Council to the remarks contained in that Circular on the objects of the new Act, the relations and character of Grammar Schools, and the importance and obligations of providing for their support.

2. The sixth section of the Act provides, that "No Grammar School shall be entitled to share in the Grammar School Fund, unless a sum shall be provided, from local sources, exclusive of fees, equal at least to half the sum apportioned to such school, and expended for the same purpose of said fund"—namely, for the salaries of teachers. The Act does not prescribe any particular mode of providing this proportionate sum "from local sources;" but I have suggested that the County Council provide one half of it, as that Council appoints one half of the members of the

Board of Trustees; and I now take the liberty of suggesting that your Council, as it appoints the remaining half of the members of the Board, should provide the other half of the sum required from local sources—that is, one quarter of the sum which I shall apportion and pay to your Grammar School out of the fund provided by the Legislature for that purpose. Indeed, as the Grammar School is situated in your municipality, the expenditure for its support takes place there, and the greater part of its advantages are there enjoyed; and, moreover, as the property of many of your ratepayers, who send their children to the Grammar School, has long been taxed for your Common School purposes, I hope your Council will, upon the ground of equity between one rate-payer and another, as well as upon public grounds, liberally provide for the accommodations

and support of your Grammar School, as you have done for Common School accommodations and support; and especially as it is the object of the new Act, and of recent Regulations, to make the Grammar Schools what they ought to be, and what the progress and institutions of the country demand, viz.: intermediate schools between the Colleges and the Common Schools, doing work of the greatest importance, which cannot be done by either the Colleges or Common

Schools; imparting to the youth the higher branches of an English education; preparing students for the University; and giving the necessary preliminary education to those who wish to become surveyors and matriculate in the department of civil engineering in the University. The Programme of studies has been revised and adapted to promote these objects, as well as to provide a thorough commercial education. Thus your Grammar School may be made

truly and practically the High School of your municipality; and I earnestly hope that nothing will be wanting on the part of your Council to render it so, as, I can assure you, I will heartily co-operate with you in every way in my power for that purpose.

I have the honour to be, Sir

Your very obedient servant,

E. RYERSON.

EDUCATION OFFICE,  
Toronto, 10th Nov., 1865.

##### 5. REVISED PROGRAMME OF STUDIES, AND GENERAL RULES AND REGULATIONS FOR THE GOVERNMENT OF GRAMMAR SCHOOLS IN UPPER CANADA.

*Prescribed by the Council of Public Instruction under the authority of the Consolidated Grammar School Act of 1863, and of the Grammar School Improvement Act of 1865.*

Approved by His Excellency the Administrator of the Government in Council, November, 1865.

###### PREFATORY EXPLANATION.

The twelfth section of the Upper Canada Consolidated Grammar School Act requires that, "In each County Grammar School provision shall be made for giving, by a teacher or teachers of competent ability and good morals, instruction in all the higher branches of a practical English and commercial education, including the Elements of Natural Philosophy and Mechanics, and also in the Greek and Latin languages, and Mathematics, so far as to prepare students for University College, or for any College affiliated to the University of Toronto,—according to a Programme of Studies, and General Rules and Regulations, to be prescribed by the Council of Public Instruction for Upper Canada, and approved by the Governor General in Council. And no Grammar School shall be entitled to receive any part of the Grammar School Fund, which is not conducted according to such Programme, Rules and Regulations." In the seventh clause of the twenty-fifth section of the Act (after providing for the union of the Grammar and one or more Common Schools in any Municipality) it is provided that "no such union shall take place without ample provision being made for giving instruction to the pupils in the elementary English branches, by duly qualified English teachers."

2. From these provisions of the law, it is clearly the object and function of Grammar Schools, not to teach the elementary branches of English, but to teach the higher branches alone, and especially to teach the subjects necessary for matriculation into the University. With a view to the promotion of these objects, and for the greater efficiency of the Grammar Schools, the Council of Public Instruction for Upper Canada, after mature deliberation, have adopted the following Regulations, which, according to the twelfth section, and the eighth clause of the twenty-fifth section of the Consolidated Grammar School Act, 22 Victoria, chapter 63, are binding upon all Boards of Trustees and officers of Grammar Schools throughout Upper Canada, with the exception of the Regulation in Section VIII., which is discretionary with the Head Master and Trustees.

###### SECTION I.—BASIS AND CONDITIONS OF APPORTIONMENT OF THE GRAMMAR SCHOOL FUND.

1. The Seventh Section of the Act for the further improvement of Grammar Schools provides as follows:—"The apportionment of the Grammar School Fund, payable half-yearly to the Grammar Schools, shall be made to each School conducted according to law, upon the basis of the daily average attendance at such Grammar School of pupils in the Programme of Studies prescribed according to law for Grammar Schools; such attendance shall be certified by the Head Master and Trustees, and verified by the Inspector of Grammar Schools.

2. After the first day of January, 1866, no Grammar School shall be entitled to receive any thing from the Grammar School Fund, unless suitable accommodations shall be provided for it, and unless it shall have a daily average attendance (times of

epidemic excepted) of at least ten pupils learning Greek or Latin; nor shall any other than pupils who have passed the preliminary and final entrance examinations, and are pursuing the yearly subjects of one of the two courses of Studies prescribed in the Programme, be admitted or continued in any Grammar School.

###### SECTION II.—ADMISSION OF PUPILS STUDYING GREEK AND LATIN INTO THE GRAMMAR SCHOOLS.

1. The examinations and admission of pupils by the Head Master of any Grammar School, shall be regarded as preliminary and provisional until the visit of the Inspector, who shall finally examine and admit all pupils to the Grammar Schools.

2. The regular periods for the admission of pupils commencing classical studies, shall be immediately after the Christmas and after the Summer Vacations; but the admission of those pupils who have already commenced the study of the Latin language, may take place at the commencement of each Term. The preliminary examinations for the admission of pupils shall be conducted by the Head Master; as also examinations for such Scholarships, Exhibitions and Prizes as may have been instituted by Municipal Councils as authorized by law,\* or by other corporate bodies, or by private individuals. But the Board of Trustees may, if they shall think proper, associate other persons with the Head Master in the examinations for such Scholarships, Exhibitions or Prizes.

3. Pupils in order to be admitted to the Grammar School, must be able, 1. To read intelligibly a passage from any common reading book. 2. To spell correctly the words of an ordinary sentence. 3. To write a fair hand. 4. To work questions in the four simple rules of arithmetic. 5. Must know the rudiments of English Grammar, so as to be able to parse any easy sentence.

4. To afford every possible facility for learning French, girls may, at the option of the Trustees, be admitted to any Grammar School on passing the preliminary and final entrance examinations required for the admission of boys. Girls thus admitted will take French (and not Latin or Greek) and the English subjects of the classical course for boys; but they are not to be returned or recognized as pupils pursuing either of the prescribed Programmes of Studies for the Grammar Schools.

\* The *Upper Canada Consolidated Municipal Institutions Act*, 22 Vict., chap. 54, section 286, enacts that the Municipal Council of each County, City and Town separated, may pass By-laws for the following purposes:

1. *Lands for Grammar Schools.*—For obtaining in such part of the County, or of any City or Town separated within the County, as the wants of the people may most require, the real property requisite for erecting County Grammar School Houses thereon, and for other Grammar School purposes, and for preserving, improving and repairing such School Houses, and for disposing of such property when no longer required.

2. *Aiding Grammar Schools.*—For making provision in aid of such Grammar Schools as may be deemed expedient.

3. *Pupils competing for University Prizes.*—For making permanent provision for defraying the expense of the attendance at the University of Toronto, and at the Upper Canada College and Royal Grammar School there, of such of the pupils of the Public Grammar Schools of the County as are unable to incur the expense but are desirous of, and, in the opinion of the respective Masters of such Grammar Schools, possess competent attainments for competing for any Scholarship, Exhibition, or other similar Prize, offered by such University or College.

4. For making similar provision for the attendance at any County

## SECTION III.—PROGRAMME OF STUDIES FOR CLASSICAL PUPILS IN THE GRAMMAR SCHOOLS OF UPPER CANADA.

CLASS.	I. LATIN.	II. GREEK.	III. FRENCH.	IV. ENGLISH.	V. ARITHMETIC AND MATHEMATICS.	VI. GEOGRAPHY AND HISTORY.	VII. PHYSICAL SCIENCE.	VIII. MISCELLANEOUS.
FIRST OR LOWEST.	Latin Grammar commenced. Arnold's 1st Latin Book.	None.	None.	Elements of English Grammar.	Arithmetic. Revise the four simple rules. Reduction and Decimal Currency. Begin Simple Proportion.	Outlines of Geography.	None.	Writing. Drawing. Vocal Music.
SECOND.	Latin Grammar continued. Arnold's 2nd Latin Book. Caesar commenced.	Greek Grammar commenced. Harkness' Arnold.	None.	Reading and Spelling.	Arithmetic. Revise previous work. Simple Proportion. Vulgar and Decimal Fractions. *Algebra. First four rules.	English History. Modern and Ancient Geography.	None.	Writing. Drawing. Vocal Music.
THIRD.	Caesar continued. Virgil. Æneid, B. II commenced. Latin Prose Composition. Prosody commenced.	Greek Grammar continued. Harkness continued Lucian. Charon.	Grammar and Exercises (DeF. vaa').	Grammar. Elements of Composition.	Arithmetic continued. Algebra. Fractions. Greatest Common Measure & Least Common Multiple. Simple Equations. †Euclid, B. I.	English History continued. Ancient History. Modern and Ancient Geography.	Elements of Natural History.	Drawing. Vocal Music.
FOURTH.	Virgil. Æneid, B. II completed. Livy. B. II, ch. 1 to 15 inclusive. Latin Prose Composition. Prosody continued.	Lucian. Life. Xenophon. Anabasis, B. I, ch. 7, 8. Homer. Iliad, B. I.	Grammar and Exercises continued. Voltaire. Charles XII, B. I, II, III.	Grammar. Composition. Christian Morals.	*Algebra. Involution and Evolution. Theory of Indices and Surds; Equations, Simple, Quadratic, and Indeterminate. †Euclid. Bb. I, II.	English History continued. History of Canada. Ancient Geography and History.	Elements of Natural Philosophy and Geology.	Drawing. Vocal Music. Book-keeping including a knowledge of Commercial Transactions.
FIFTH.	Cicero (for the Manilian law) Ovid. Heroides, I. and XII. Horace. Odes, B. I. Composition in Prose and Verse.	Xenophon. Anabasis, B. I, ch. 9, 10. Homer. Odyssey, B. IX. Previous subjects reviewed.	Cornelle. Horace, Act IV. Review of previous subjects.	and Elements of Civil Government.	*Algebra. Progression and Proportion, with revision of previous work. †Euclid, Bb. III, IV.	Previous subjects reviewed.	Elements of Hydrology & Chemistry.	Drawing. Vocal Music. Telegraphy.

## Explanatory Memoranda to the foregoing Programme.

1. The above Programme is to be regarded as the model upon which each school is to be organized, as far as practicable, and no departure from it can be allowed, unless sanctioned by the Council of Public Instruction, on the recommendation of the Inspector.
2. Pupils shall be arranged in classes corresponding to their respective degrees of proficiency. There may be two or more divisions in each class; and each pupil shall be advanced from one class or division to another, according to attainments in scholarship, without reference to time.
3. Vocal Music and Telegraphy are optional.

\* Todhunter's or Sanxter's.

† Potts' or Todhunter's.

## SECTION IV.—ENTRANCE EXAMINATION AND PROGRAMME OF STUDIES FOR PUPILS NOT INTENDING TO STUDY GREEK OR LATIN.

1. Pupils desiring to become Surveyors, or to study for matriculation in the University of Toronto as students of Civil Engineering, or to study the higher English branches and French without taking Greek or Latin, must have obtained, before entering the Grammar School, such an acquaintance with the English branches as may be got in good Common Schools. Such pupils, before admission to the Grammar School, must pass an entrance examination in the following subjects:—

*Arithmetic.*—Proportion, with Vulgar and Decimal Fractions. (To be thoroughly understood.)

*Geography.*—An accurate knowledge of General Geography.

*English Grammar.*—The analysis and parsing of ordinary sentences.

2. The preliminary entrance examination to be conducted in the same way as that prescribed for other Grammar School pupils, and to have only a temporary force until the candidates for entrance are examined and finally admitted by the Inspector.

3. The course of study for pupils of the above classes to be as follows:

## First Year.

Arithmetic, from Fractions to end of the book.

Algebra, to the end of Simple Equations.

Euclid, Books I., II., III., IV., with definitions of Book V.

Elements of Natural History (including Botany) and Physiology.

French Grammar and Exercises.

Voltaire's Histoire de Charles XII., Books I., II.

Outlines of British History to the present time.

English Grammar and Composition.

Drawing from Copy.

Book-keeping, including a knowledge of Commercial Transactions. Telegraphy (if desired).

Grammar School, for like purposes, of pupils of the Common Schools of the County.

5. *Endowing Fellowships.*—For endowing such Fellowships, Scholarships or Exhibitions, and other similar prizes, in the University of Toronto, and in the Upper Canada College and Royal Grammar School there, for competition among the pupils of the Public Grammar Schools of the County, as the Council deems expedient for the encouragement of learning amongst the youth thereof.

## Second Year.

Algebra continued.

Euclid, Book VI.

Elements of Chemistry and Natural Philosophy.

\*Nature and use of Logarithms.

\*Plane Trigonometry, as far as the solution of Plane Triangles.

French Grammar and Exercises, continued.

Voltaire's Histoire de Charles XII., Book III.

Cornelle's Horace, Act IV.

Geography reviewed, and Map Drawing on the Black-board.

History of Canada and of other British North American Provinces.

English Composition.

Christian Morals, and Elements of Civil Government.

## SECTION V.—DUTIES OF THE HEAD MASTER AND TEACHERS.

1. Each Head Master and Teacher of a Grammar School shall punctually observe the hours for opening and dismissing the School; shall, during school hours, faithfully devote himself to the public service; shall see that the exercises of the school are conducted as stated in the preceding section; shall daily exert his best endeavours, by example and precept, to impress upon the minds of the pupils the principles and morals of the Christian Religion, especially those virtues of piety, truth, patriotism and humanity, which are the basis of law and freedom, and the cement and ornament of society.

2. Every Head Master shall keep the daily, weekly and quarterly register of his school, according to the forms and instructions authorized by law. In addition to which every Head Master shall keep, or cause to be kept, a class register in which are to be noted the class exercises of each pupil, so as to exhibit a view of the advancement and standing of such pupil in each subject of his studies. The Head Master shall also prepare the annual and semi-annual returns of his school required according to law.

3. The Head Master shall practise such discipline in his school as would be exercised by a judicious parent in his family; avoiding corporal punishment, except when it shall appear to him to be imperatively required; and in all such cases, he shall

\* These subjects to be optional in the case of boys not preparing for Surveying, or for matriculation in the University in Civil Engineering.



keep a record of the offences and punishments, for the inspection of the trustees at or before the next public examination, when said record shall be destroyed.

4. For gross misconduct, or a violent or wilful opposition to his authority, the Head Master may suspend a pupil from attending at the school, forthwith informing the parent or guardian of the fact, and the reason of it, and communicating the same to the Chairman of the Board of Trustees. But no boy shall be expelled without the authority of the Board of Trustees.

5. When the example of any pupil is very hurtful to the school, and in all cases where reformation appears hopeless, it shall be the duty of the Head Master, with the approbation of the Board of Trustees, to suspend or expel such pupil from the school. But any pupil under this public censure, who shall express to the Head Master his regret for such course of conduct, as openly and as explicitly as the case may require, shall, with the approbation of the Board and Head Master, be re-admitted to the school.

6. The Trustees having made such provisions relative to the school house and its appendages, as are required by the fifth clause of the twenty-fifth section of the Consolidated Grammar School Act, 22 Vict., cap. 68, it shall be the duty of the Head Master to give strict attention to the proper ventilation and temperature, as well as to the cleanliness of the school house; he shall also prescribe such rules for the use of the yard and out-buildings connected with the school house, as will ensure their being kept in a neat and proper condition; and he shall be held responsible for any want of neatness and cleanliness about the premises.

7. Care shall be taken to have the school house ready for the reception of pupils at least *fifteen minutes* before the time prescribed for opening the school, in order to afford shelter to those that may arrive before the appointed hour.

#### SECTION VI.—DUTIES OF PUPILS.

1. Pupils must come to the school clean in their persons and clothes.

2. Tardiness on the part of pupils shall be considered a violation of the rules of the school, and shall subject the delinquents to such penalty as the nature of the case may require, at the discretion of the Head Master.

3. No pupil shall be allowed to depart before the hour appointed for closing school, except in case of sickness or some pressing emergency; and then the Head Master's consent must first be obtained.

4. A pupil absenting himself from school, except on account of sickness, or other urgent reason satisfactory to the Head Master, forfeits his standing in his class and his right to attend the school for the term.

5. No pupil shall be allowed to remain in the school, unless he is furnished with the books and requisites required to be used by him in the school; but in case of a pupil being in danger of losing the advantages of the school by reason of his inability to obtain the necessary books or requisites through the poverty of his parent or guardian, the Board of Trustees have power to procure and supply such pupil with the books and requisites needed.

6. The tuition fees, as fixed by the Board of Trustees, whether monthly or quarterly, shall be payable in advance; and no pupil shall have a right to enter or continue in the school or class until he shall have paid the appointed fee.

#### SECTION VII.—TERMS, VACATIONS, DAILY EXERCISES AND HOLIDAYS.

1. There shall be four Terms each year, to be designated, the Winter, Spring, Summer and Autumn Terms. The Winter Term shall begin the seventh of January, and end the Tuesday next before Easter; the Spring Term shall begin the Wednesday after Easter, and close the last Friday in June; the Summer Term shall begin the second Monday in August, and end the Friday next before the fifteenth of October; the Autumn Term shall begin the Monday following the close of the Summer Term, and shall end the twenty-second of December.

2. The Exercises of each day shall not commence later than 9 o'clock, a.m., and shall not exceed six hours in duration, exclusive of all the time allowed at noon for recreation, and of not more than ten minutes during each forenoon and each afternoon. Nevertheless, a less number of hours for daily teaching may be determined upon in any Grammar School, at the option of the Board of Trustees.

3. Every Saturday shall be a holiday; or if preferred by the Board of Trustees and Head Master of any Grammar School, the afternoons of Wednesday and Saturday in each week shall be half holidays. The anniversary of the Queen's birth day shall be a holiday in all the Grammar and Common Schools of Upper Canada.

4. The public half-yearly examinations required to be held in each Grammar School by the eighth clause of the twenty-fifth section of the Consolidated Grammar School Act, 22 Vict., cap. 68, shall take place, the one immediately before the Christmas Holidays, and the other immediately before the Summer vacation.

5. [Union Grammar and Common Schools are subject to the regulations affecting holidays and vacations in Grammar Schools.]

6. Any teacher of a Grammar or Common School shall be entitled to five of the ordinary school-teaching days of each year to be selected by such teacher, for the purpose of visiting and observing the methods of classification, teaching and discipline practised in other schools than that in which he or she teaches.\*

#### SECTION VIII.—OPENING AND CLOSING EXERCISES OF EACH DAY.

1. With a view to secure the Divine blessing, and to impress upon the pupils the importance of religious duties, and their entire dependence on their Maker, the Council of Public Instruction recommend that the daily exercises of each Grammar School be opened and closed by reading a portion of Scripture and by Prayer. The Lord's Prayer, alone, or the Forms of Prayer hereto annexed, may be used, or any other prayer preferred by the Board of Trustees and Head Master of each Grammar School. But it is suggested that the Lord's Prayer form a part of the opening exercises; and the Ten Commandments be taught to all the pupils, and be repeated at least once a week. But no pupil should be compelled to be present at these exercises against the wish of his parent or guardian, expressed in writing to the Head Master of the School.

#### FORMS OF PRAYER RECOMMENDED.

##### I. BEFORE ENTERING UPON THE BUSINESS OF THE DAY.

*Let us pray.*

O Lord, our Heavenly Father, Almighty and Everlasting God, who hast safely brought us to the beginning of this day, defend us in the same by Thy mighty power; and grant, that this day we fall into no sin, neither run into any kind of danger, but that all our doings may be ordered by Thy governance, to do always that is righteous in Thy sight, through Jesus Christ our Lord. *Amen.*

O Almighty God, the giver of every good and perfect gift, the fountain of all wisdom, enlighten, we beseech Thee, our understandings by Thy Holy Spirit, and grant, that whilst with all diligence and sincerity we apply ourselves to the attainment of human knowledge, we fail not constantly to strive after that wisdom which maketh wise unto salvation; that so, through Thy mercy, we may daily be advanced both in learning and godliness, to the honor and praise of Thy name, through Jesus Christ our Lord. *Amen.*

Our Father, which art in Heaven, hallowed be Thy Name, Thy Kingdom come, Thy will be done in Earth, as it is in Heaven; give us this day our daily bread; and forgive us our trespasses, as we forgive them that trespass against us; and lead us not into temptation; but deliver us from evil; for Thine is the Kingdom, the Power, and the Glory, for ever and ever. *Amen.*

The Grace of Our Lord Jesus Christ, and the Love of God, and the Fellowship of the Holy Ghost, be with us all evermore. *Amen.*

\* Each Grammar and Common School Master and Teacher must give at least one week's notice to the Trustees; and, in addition, the Grammar School Master must communicate with the Educational Department, so that he may not be absent during the visits of the Inspector to his School. In order that no loss of apportionment may accrue to any school in consequence of the Master's absence under this regulation, a proportionate amount of average attendance will be credited to the school for the time so employed by the teacher; but under no circumstances can lost time be lawfully made up by teaching on any of the prescribed holidays or half holidays, nor will such time be reckoned by the Department.

## II. AT THE CLOSE OF THE BUSINESS OF THE DAY.

*Let us pray.*

Most Merciful God, we yield Thee our humble and hearty thanks, for Thy Fatherly care and preservation of us this day, and for the progress which Thou hast enabled us to make in useful learning: we pray Thee to imprint upon our minds whatever good instructions we have received, and to bless them to the advancement of our temporal and eternal welfare; and pardon, we implore Thee, all that Thou hast seen amiss in our thoughts, words and actions. May Thy good Providence still guide and keep us during the approaching interval of rest and relaxation, so that we may be thereby prepared to enter on the duties of the morrow, with renewed vigor, both of body and mind; and preserve us, we beseech Thee, now and ever, both outwardly in our bodies, and inwardly in our souls, for the sake of Jesus Christ, Thy Son, Our Lord. *Amen.*

Lighten our darkness, we beseech Thee, O Lord; and by Thy great mercy, defend us from all perils and dangers of this night, for the love of Thine only Son, Our Saviour, Jesus Christ. *Amen.*

Our Father, which art in Heaven, hallowed be Thy Name, Thy Kingdom come, Thy will be done in Earth, as it is in Heaven; give us this day our daily bread; and forgive us our trespasses, as we forgive them that trespass against us; and lead us not into temptation; but deliver us from evil; for Thine is the Kingdom, the Power, and the Glory, for ever and ever. *Amen.*

The Grace of our Lord Jesus Christ, and the Love of God, and the Fellowship of the Holy Ghost, be with us all evermore. *Amen.*

## SECTION IX.—DUTIES OF THE INSPECTOR OF GRAMMAR SCHOOLS.

1. *Admission of Pupils.*—It shall be the duty of the Inspector, not only to examine the Grammar Schools as heretofore, but to examine and finally to admit all pupils into the schools, according to one of the entrance examinations prescribed, and to ascertain by careful investigation, how far each Grammar School is fulfilling the conditions of the law and is conducted as the law and general regulations require, and to report forthwith to the Chief Superintendent, any case of failure or delinquency in these respects.

2. *Inquiries of Inspector.*—It shall also be the duty of the Inspector of Grammar Schools to visit each Grammar School in the course of the year, and to make enquiry and examination in such manner as he shall think proper, into all matters affecting the character and operations of the school, and especially in regard to the following things:

a. *Mechanical Arrangements.*—The tenure of the property; the materials, plans and dimensions of the buildings; when erected and with what funds built; neighbourhood; how lighted, warmed and ventilated; if any class rooms are provided for the separate instruction of part of the pupils; if there is a lobby or closet for hats, cloaks, book-presses, &c.; how the desks and seats are arranged and constructed, and with what conveniences; what arrangements for the teacher; what play-ground is provided; what gymnastic apparatus, if any; whether there be a well, and proper conveniences for private purposes.

b. *Means of Instruction.*—The books used in the several classes, under the heads of Latin, Greek, English, Arithmetic, Geography, &c.; the apparatus provided, as maps, globes, blackboards, models, cabinets, library, &c.

c. *Organization.*—Arrangement of classes; whether each pupil is taught by the same teacher; if any assistant or assistants are employed; to what extent; how remunerated; how qualified.

d. *Discipline.*—Hours of attendance; usual ages of pupils admitted; if the pupils change places in their several classes; or whether they are marked at each lesson or exercise, according to their relative merits; if distinction depends on intellectual proficiency and moral conduct, or on moral conduct only; what rewards, if any; whether corporal punishments are employed; if so, their nature, and whether inflicted publicly or privately; what other punishments are used; management in play hours; whether attendance is regular; what religious exercises are observed; and what religious instruction is given, if any.

e. *Method of Instruction.*—Whether mutual, or simultaneous, or individual, or mixed; if mutual, the number of monitors, their attainments, how appointed, how employed; if simultaneous, that is by classes, in what subjects of instruction; whether the simultaneous method is not more or less mingled with individual teaching, and on what subjects; to what extent the intellectual,

or the mere rote method is pursued, and on what subjects; how far the interrogative method only is used; whether the suggestive method is employed; whether the elliptical method is resorted to; how the attainments in the various lessons are tested—by individual oral interrogation—by requiring written answers to written questions, or by requiring an abstract of the lesson to be written from memory.

f. *Attainments of Pupils.*—1. *Reading and Spelling;* whether they can read with ordinary facility only, or with ease and expression. Art of reading, as prescribed in the programme—meaning and derivation of words; whether they can spell correctly. 2. *Writing;* whether they can write with ordinary correctness, or with ease and elegance. 3. *Drawing;* linear, ornamental, architectural, geometrical; whether taught, and in what manner. 4. *Arithmetic;* whether acquainted with the simple rules, and skilful in them; whether acquainted with the tables of moneys, weights, measures, and skilful in them; whether acquainted with the compound rules and skilful in them; whether acquainted with the higher rules and skilful in them; 5. *Book-keeping.* 6. *English Grammar and Composition;* whether acquainted with the rules of orthography, parts of speech, their nature and modifications, parsing, composition; whether acquainted with the grammatical structure and excellencies of the language by frequent composition in writing, and the critical reading and analysis of the English classic authors, in both prose and poetry. 7. *Geography and History;* whether taught as prescribed in the official programme, and by questions suggested by the nature of the subject. 8. *Christian Morals and Elements of Civil Government;* how far taught, and in what manner. 9. *The Languages—Latin, Greek and French;* how many pupils in each of these languages; whether well grounded in an accurate knowledge of their grammatical forms and principles; their proper pronunciation, peculiar structure and idioms, and whether taught by oral and written exercises and compositions in these languages as well as by accurate and free translations of the standard authors. 10. *Algebra and Geometry;* how many pupils and how far advanced in; whether they are familiar with the definitions, and perfectly understand the reason, as well as practice, of each step in the process of solving each problem and demonstrating each proposition. 11. *Elements of Natural Philosophy and Chemistry,* as prescribed in the programme; whether taught; what apparatus for teaching them; how many pupils in each. 12. *Vocal Music;* whether taught, and in what manner.

g. *Miscellaneous.*—How many pupils have been sent from the school to, and how many are preparing for matriculation in some University. 2. Whether a register and visitor's book are kept, as required by the regulations, and whether the trustees visit the school. 3. Whether the pupils have been examined before being admitted to the school, and arranged in forms and divisions, as prescribed by the regulations; and whether the required public examinations have been held. 4. What prizes or other means are offered to excite pupils to competition and study. 5. How far the course of studies and method of discipline prescribed according to law, have been introduced, and are pursued in the school; and such other information in regard to the condition of the schools as may be useful in promoting the interests of Grammar Schools generally.

EDUCATION OFFICE,  
Toronto, 1st Dec., 1865.

## III. Biographical Sketches.

## No. 61.—RIGHT HONOURABLE LORD VISCOUNT PALMERSTON.

To write Lord Palmerston's life is almost to write a history of England since 1806, for in that year he commenced his political career as a conservative candidate for Cambridge University, in opposition to Lord William Petty (the late Marquis of Lansdowne) who had been chosen by the Whigs to succeed William Pitt as Chancellor of the Exchequer. He was then little more than 21, having been born in October, 1784, at Broadlands, Hants. Had he therefore died two days later he would have been 81 years old. He is descended from a younger branch of the Temples of Stowe, the

founder of which was Secretary to Sir Philip Sidney, and settled in Ireland in 1609. The celebrated Sir William Temple was this man's grandson, and uncle to the first Lord Palmerston, created a Peer of Ireland in 1722. The father of Lord Palmerston had no issue by his first wife, who was "the daughter of a Cheshire baronet." He married again, the only daughter of Benjamin Mee, a Dublin hatter—into whose house the second Viscount, having been thrown from his horse in the street, was carried at sore need; and they say that the daughter of the hatter, having nursed the widower peer while he lay helpless from his grave injuries, was very naturally fallen in love with and married. There was that in the "happy" humours and unwavering success of Lord Palmerston which seemed to show that his mother was nowise unworthy of her illustrious child. The last Viscount commenced his studies at Harrow, thence went to Edinburgh, studying there under Dugald Stewart, and finally took his degree at Cambridge as a member of St. John's College in 1806. He had succeeded to the title about three years previously, but by the act of Union had been deprived of his seat in the Irish Parliament as a hereditary legislator. He had his choice of waiting for the slow chances of election as an Irish Peer to the House of Lords, or to seek at once the suffrages of the people, and thus enter the House of Commons. To a man of his ardent temperament the choice was not difficult, and for nearly 59 years he has served the English people in Parliament. It is about 58 years since he commenced his official career. Such a length of service is, we believe without a parallel. A man with such vast stores of experience, with an intellect still unblemished by senility, was a treasure to the statesmanship of any country, the loss of which may well be mourned with most profound regret. In 1800 he succeeded Lord Castlereagh as Secretary at War, a post he continued to fill uninterruptedly for ten years, in the Cabinets of Mr. Percival, Lord Liverpool, Mr. Canning, Lord Goderich, and the Duke of Wellington. It has often been noticed, as marking his official connection with a past generation, that it was he who signed the order for the detention or departure of the first Napoleon. In 1828 he went into opposition, and soon allied himself thoroughly with the Whigs. He fought the battle with them till, in 1830, they secured office, when he was given the office of Foreign Secretary in Earl Grey's cabinet. There he followed as closely as possible the doctrines he had learned from his late colleague and chief—Canning; and those principles have, for the most part, guided British foreign policy from that day to this. From November, 1830, till September, 1841—with the exception of a brief interval in 1834–5, he held the place of Foreign Secretary, and again from July, 1846, till December, 1851. During the first period he procured the recognition of the independence of Belgium, and obtained an alliance with France whereby the constitutional governments of Spain and Portugal were protected from the designs of the Holy Alliance. Between 1835 and 1841 his most notable achievement was the alliance for the protection of the integrity of Turkey. But everywhere there was felt to be unceasing activity in British diplomacy; everywhere British influence was felt. While out of office he made a memorable attack upon Lord Aberdeen's and Lord Ashburton's sacrifice to the grasping spirit of the United States in the treaty for the settlement of the boundary question. During the revolutionary period included in his term of office from 1846 to 1851, he had to guide British diplomacy through perilous times, and did so successfully, by acting steadily on the principle that each people had a right to shape its own destiny, always lending the weight of British influence to attempts to evoke constitutional government out of despotism, or order out of anarchy, without, however, committing his country to the defence of any dynasty or any form of government. There was the true distinction between the Pre-Canning and the Canningite foreign policy. In 1851 he promptly recognized the *coup d'état* by which Louis Napoleon secured himself upon the Imperial throne of France. This cost him his office. There followed the fall of the Ministry, and the first Derby administration, followed by the Aberdeen coalition cabinet, in which he took office as Home Secretary, under his old rival in foreign affairs. This continued until 1855, when the break down in the conduct of the war occurring, the cabinet broke up, and almost the unanimous feeling of the country was, that Lord Palmerston was the one man specially fitted to guide the ship through the troubled sea in which it was laboring so heavily. Accordingly, he became in that year, after forty-eight years of public service, Prime Minister—continuing in office till 1858, when Lord Derby again took office; not for long, however, for when Lord Russell tripped up Lord Derby, Lord Palmerston, not he, became again first Minister, and has continued in that office until his death. During this latter period, although not in immediate control of Foreign Affairs, his principles have generally prevailed. Long ago Lord Palmerston had proved his sympathy with Gladstone in his denunciation of the Neapolitan tyranny, by enclosing his famous letters on the subject in diplomatic circulars to all the agents of Great Britain in Europe. So when Garibaldi

overturned that dynasty, the sympathy of Lord Palmerston was with him, and afterwards he recognized the validity of the claim of the Hungarian people to be governed according to their ancient Constitution, and he procured the release of Kossuth by the Sultan, spite of the bullying of Russia and Austria. He also held that Austria had not governed the Lombards and Venetians in the manner stipulated for, when those provinces were handed over by the rest of Europe to her safe keeping. The sympathies of Britain with the Italians in the formation of their new kingdom, have been unhesitatingly manifested. And on the Danish question there was a profound feeling aroused, alike by the hardship of the case, by the recent royal marriage, and by the very strong apparent pledges made to Denmark by Earl Russell. It is asserted that it required all the influence of his colleagues, long and persistently used, to induce Lord Palmerston to consent to submit to the bullying and rapacity of Prussia. He clung to some traditions of his long and active public life with wonderful and most fortunate tenacity. He believed that if other nations remained armed, Britain could not afford to disarm. He believed she could not allow any nation to become possessed of a larger and more powerful fleet than she had, and maintain her rank among the powers of the first rank in Europe. He believed that her small army and raw volunteers would fight best behind fortifications, and that it was madness to leave the approaches to her capital and her chief naval arsenals undefended. He believed that the honour of Britain was concerned in the protection of her colonies, her interests in their retention. On the Colonial question his views were to colonists of special importance. We may regret his loss now, as one true to us and our interests, as portions of the empire. When Messrs. Mills, Adderley, and Roebuck led the assault upon Canada in 1862, and some spoke about giving us up unless we behaved ourselves better, Lord Palmerston defended the Canadians, and rebuked the Anti-Colonial connection speakers. Again, in the very last session, in one of his last speeches—if not the last he made in Parliament—he spoke of the defence of Canada, declaring it to be "a question which affects the position and character, the honour, the interests, and the duties of this great country." He indignantly repudiated the idea that Canada could not be defended. Lord Palmerston had little genius apparently. He was not a very profound political philosopher; never seemed to work deep down into the heart of things. Despite all this, he has since the death of "The Duke" wielded more influence than any other man in Britain, and at times he competed with "The Duke" for the credit abroad of being Britain's representative man. All over the globe his name was invoked as the symbol of English generosity and English omnipotence. The Bedouin of the desert recognized in Palmerston Pasha a being whom Allah had endowed with more than mortal power. The negro on the Guinea Coast knew that Palmerston was his friend, and worked day and night against slavery. Brown in the backwoods of America, or in the gardens of Siam, felt that he had an infallible safeguard if he had Palmerston's passport to show. Palmerston, it was imagined, would move the whole force of the British empire in order that this Brown—*Civis Romanus*—might not be defrauded of his Worcester sauce amid the ice of Siberia, or of his pale ale on the Mountains of the Moon. He could do anything, and he would do everything. Nothing great was accomplished without being attributed to him. He was supposed to have his pocket full of constitutions, to have a voice in half the cabinets of Europe, to have monarchs past reckoning under his thumb. He humbled the Shah, he patronized the Sultan, he abolished the Mogul, he conquered the Brother of the Sun, he opened to the world the empire which had been walled round for centuries by impenetrable barriers, he defied the Czar, and the Emperor of the French felt safe when he received the assurances of the brilliant Foreign Secretary. His great qualities were sagacity and tact, a winning *bonhomie* towards his friends, a bold, manly, defiant front to foes. These, added to his vast experience, and his knowledge of affairs derived thence, made up his state-craft; and these made him a statesman in the true sense of the word. There was no empiricism about him. He leaves but two men in Europe behind him with a like prestige for sagacity—King Leopold and the Emperor Napoleon.—*Montreal Gazette*.

#### OFFICES HELD BY THE LATE LORD PALMERSTON.

The following table gives the Ministerial offices held by the late Lord Palmerston during his extraordinarily protracted and successful life:

Secretary of War.....	from 1809 to 1828
" State for Foreign Affairs.....	1830 to 1841
" " again.....	1846 to 1851
" for Home Department.....	1852 to 1855
First Lord of the Treasury.....	1855 to 1858
" " ".....	1859 to 1865

Total..... 46 years.

## LORD PALMERSTON AS A STUDENT.

Peter Bayne, writing to the *Watchman & Reflector*, says that when Sir Wm. Hamilton was editing the works of Dugald Stewart, and could find no trace among his manuscripts of his Lectures on Political Economy, he was supplied with verbatim notes of the whole course by Lord Palmerston, who had taken them in shorthand, when a student at Edinburgh, and afterwards written them fairly out. As Mr. Bayne remarks, "A more laborious operation one can scarcely conceive," and the fact may well impress some of our pigmy students with the means by which greatness is achieved.

## IV. Papers on Meteorology.

## 1. METEOROLOGY IN UPPER CANADA.

In 1830, Mr. Hincks introduced into Parliament an act, embodying a clause for the purpose of promoting the taking of meteorological observations in Upper Canada, in connection with the Grammar Schools of the Country. The clause was the suggestion of Col. Lefroy, who was connected with the observatory at Toronto, and who urged upon the attention of Dr. Ryerson, the importance of the subject. The clause, after setting out the importance of directing attention to natural phenomena, and encouraging habits of observation, as likely to induce a better knowledge of the climate and meteorology of Canada, and be serviceable to agriculture and other pursuits, and of value to scientific enquirers, made it incumbent upon each County Council to supply to the Senior Grammar School of the County certain instruments which were enumerated. The Bill did not pass until 1853, and arrangements were subsequently made by Dr. Ryerson, in London, to procure the instruments—in the selection of which, he had the assistance of Col. Lefroy, and these instruments were furnished to Counties at a very reasonable rate. Many of the Grammar Schools at once availed themselves of this offer, and for some years past observations have been taken at different points in the Province which have been compiled from time to time, and published in the *Journal of Education*.

We are glad to learn that the importance of this subject has continued to engage the attention of the educational department and of the government. They have never lost sight, as Mr. Hodgins remarked in a paper read by him before the Canadian Institute some years ago, of the great practical importance to a new and partially settled country, of establishing, early in its history, before its physical condition is materially changed, a complete and comprehensive system of meteorological observation, by which may be tested theories in physical science which are yet unsettled, and by which may be solved questions relating to natural phenomena which have long remained among the sealed mysteries of nature. The observations thus far have been, in the main, taken by the Principals of Grammar Schools, where they have been taken at all, without remuneration, as a mere labour of love; and it is due to the Principal of the Hamilton Central School, to say that for some years he has steadily, and without fee or reward, kept observations which have been regularly transmitted to the department at Toronto, and has thus contributed to the aggregate of scientific information in its possession.

Recently, the Department has brought under the attention of the Government the importance of systematising this class of information by the establishment of regular stations throughout the country, under the supervision of gentlemen paid for their trouble, and thus under some more direct responsibility than could reasonably be imposed when no remuneration was granted. The suggestion was that ten stations should be established so distributed throughout the country as to afford the most complete information relative to the climatic feature of the whole Province, which in addition to the observatories at Toronto and Kingston, make twelve in all. The points selected were, beginning at the extreme west, Windsor, Goderich, Stratford, Simcoe, Barrie, Hamilton, Peterborough, Belleville, Pembroke and Cornwall; that is, two stations on Lake Erie, one on Lake Huron, three on Lake Ontario, one on Lake Simcoe, one on the Ottawa river, one on the Bay of Quinte, one on the St. Lawrence, near the eastern extremity of the Province, and two in the interior of the country. A glance at the map will show that these stations have been admirably selected, and that a compilation of the reports from each, will afford a complete statement of the peculiarities of climate which exist in Upper Canada. The Government has acceded to the suggestion of the Department, and by an order in Council of the 29th November last, these stations have been legally and fully recognised. The gentlemen in charge of them will hereafter receive a slight remuneration—fifty cents a day we believe is the sum—which has been set apart out of the Grammar School fund for the purpose.

For some years the information compiled by the educational de-

partment from such returns as were in their possession, have been, at the request of that body, regularly transmitted to the Smithsonian Institution at Washington, by whom they have been introduced in their reports. The Committee of the House of Assembly on emigration have also received the returns, as being of great value in illustrating the peculiarities of the country, and removing those prejudices against its climate which have existed, even among educated people at home, in such exaggerated forms; and within the last fortnight, the Department of Royal Engineers have applied to be furnished with the returns, and will hereafter receive them, for use in considering and arranging questions of defence. These facts indicate, perhaps better than anything which we could say upon the subject, the importance of these researches to this country, and we are sure every one will learn with pleasure, that the work begun so many years ago under the suggestion of the learned Col. Lefroy, and promoted with so much zeal by the gentlemen at the head of the Educational Department in Upper Canada, is now in a fair way of being systematised and fully accomplished. Every enlightened country in Europe is now diligently prosecuting enquiries into this most important branch of scientific study; and it is a source of pride and satisfaction to us that in this, as in every other department of scientific pursuit, Canada is worthily emulating the older and more advanced countries of the old world.—*Hamilton Spectator*.

## 2. GENERAL METEOROLOGICAL INSTRUCTIONS.

The French *Association Scientifique* has indeed commenced work with a will, and, although under M. Le Verrier's energetic administration it already deals with a much wider field of scientific inquiry than was at first administered, *meteorology*, its first love, will not be forsaken. The following instructions have been drawn up with the full knowledge that, although an organization of meteorological observations upon a uniform plan would be very desirable, this advantage cannot be completely attained at present. Observations are most frequently made by people who are willing to devote to them the time which is left at their disposal by other occupations; to that a system of invariable hours would deprive science of the assistance of a great number of earnest and devoted observers. The duty of the Association is, therefore, to endeavour to utilize what is now done by at once reforming whatever is defective and constantly labouring to perfect the general work. Not attempting to teach meteorology, or even the use of instruments, to those who have no notion of this science theoretically or practically, they desire to call the attention of observers to the precautions necessary for the avoidance of certain errors of almost universal occurrence. Hence the following code, in which, doubtless, will be found several hints useful to amateurs on this side the Channel, besides which it is interesting to compare the *modus operandi* recommended with that adopted among us.

Commencing with instruments, we learn that the Association will do for France what Kew does for England. Instruments which may be entrusted to it for comparison with the standards will be returned with a report of the verifications to which they have been subjected. The simple instruments of which they recommend the employment consist of a barometer, some thermometers, and a rain-gauge.

**Barometer.**—This instrument, they recommend, should be placed in a room the temperature of which varies as little as possible, and where the sun cannot reach it. It is necessary at each observation, after levelling the mercury of the cistern to the extremity of the ivory point, to give it several slight blows or shocks, in order to give the capillarity its normal value. The reading of the thermometer with which the instrument is furnished is indispensable for the reduction of the pressure to 0° C. When once in place, it should not be removed, except in case of necessity. The exact verification of a barometer already in use for observations should be made on the spot by a person furnished with an instrument which has long been tested.

**Thermometers.**—Observers are recommended to employ, as much as possible, thermometers graduated upon the tube itself. These are the most exact and the most certain. The reservoir should be cylindrical, and its diameter should not exceed five millimetres. Those which have the stem enamelled on one side are the easiest to read; but their course is sometimes less regular. Rutherford's minimum thermometer generally acts very well. It should be placed in a horizontal position, or very slightly raised at the ends opposite the reservoir; but in this case especial care must be taken to prevent its being agitated by the air, as this movement may cause a displacement of the index. The maximum thermometer of Negretti and Zambra is the most simple to experiment on and observe. There are several other maximum thermometers; but some of these require very delicate observation, and others are subject to derangements which render them useless. All thermometers must have a

sufficient range to indicate the extremes of temperature that may occur at each station. In connexion with this it must not be forgotten that a cold of  $-23^{\circ}\text{C}$ . ( $-10^{\circ}\text{F}$ .) was observed at Agen on the 16th January, 1830, and  $-31^{\circ}\text{C}$ . ( $-24^{\circ}\text{F}$ .) at Pontarlier on the 14th December, 1846. All thermometers being liable for some years after their construction to a displacement of their zero, it is indispensable that observers should verify this point by means of melting ice two or three times a year at first, and afterwards once a year. The position to be given to the thermometers constitutes the greatest difficulty of meteorological observations. Sufficient attention has not hitherto been paid to it; and this is the principal cause of the divergent results obtained at places very near each other. In order that a thermometer should indicate the true temperatures of the air, it should be placed in an open space of considerable extent, at the greatest possible height (at least two or three metres) above a soil covered with grass. Its shelter should be formed of two boards or plates of zinc placed parallel to each other, at a distance of 1 decimetre (4 inches), inclined  $30^{\circ}$  towards the south, and about 1 metre square, the upper board or plate extending beyond the lower one in every direction. Those who may adopt an arrangement of this kind for observations at stated hours of the morning and evening should also place some screens to the east and west, in order to shelter their thermometers from the rays of the sun, but in such a manner as to present no hindrance to the movements of the air.

But most meteorologists make their observations in towns, where it is very difficult to obtain a position at all suitable. In this case the least unfavourable position must be selected. At a window in the streets of a town the temperatures obtained are necessarily erroneous; but they are particularly so at certain hours, according to the season and the direction of the street. For example, those of 9 a.m. in summer will be much exaggerated if the window has a north-north-east instead of a due north exposure. In wide courts the maxima are much too high, whilst in narrow courts into which the sun never penetrates they are often too low. In the last conditions of exposure the minima are about  $1^{\circ}\text{C}$ . ( $3^{\circ}\text{F}$ .), and the extreme minima  $3^{\circ}$  or  $4^{\circ}\text{C}$ . ( $4^{\circ}$ — $7^{\circ}\text{F}$ .) too high. In order that the temperatures obtained at a window may be of some value, the window must face the north pretty accurately; and it should have before it an open space of considerable extent. But it must not be forgotten that this situation can only give factitious temperatures higher than those of the country, and that it is beyond the power of the observer to remedy this inconvenience. They render the supposed differences of temperature between neighbouring towns and the changes taking place in the same place in course of years completely illusory. The errors being generally errors of diminution, the mean temperatures appear to decrease almost everywhere.

The exact knowledge of the conditions in which the thermometers are placed will allow us to take into account the inevitable errors which they induce. We cannot, therefore, too strongly recommend observers to describe exactly the situation of the places in which they observe, and even to give detailed plans of them. Those observers who reside in towns will find it very useful to place maximum and minimum thermometers in the open country in the manner already described; the numbers furnished by these, compared with those obtained in the town, will determine the error of the latter. Very useful indications may be obtained even when the comparison is made only two or three times a week, provided it is extended throughout the seasons; the observations must be continued longer in proportion as they are less frequent. A small thermometer suspended in a sling (*tourne en fronde*) may also be employed for verifying the indications of a fixed thermometer, the excess of the latter over the sling thermometer being greater in proportion as its position is defective.

It would be interesting to trace the slight variations of temperature occurring in wells and springs, especially those which can be reached near their source. It is sufficient in general to observe these waters once a month; their minimum of temperature is about the vernal equinox, and their maximum towards the autumnal equinox.

**Humidity of the Air.**—The moistened thermometer must be placed a few centimetres from the dry thermometer and in an identical position. The fine linen or muslin with which its bulb is covered must be kept very moist in all parts; when this condition is not fulfilled, especially during hot and dry weather and high winds, the hygrometric degree appears much too high.

**Rain Gauge.**—The instrument destined to give the depth of rain which has fallen must be at least twenty centimetres (about eight inches) in diameter. The most convenient are those in which the funnel is continued below into a cylinder, furnished with a glass tube on one side, and in which the rainfall is decupled. The rain-gauge should be placed in an open space, far from high walls and buildings, but not too much exposed to the wind. It should not be elevated more than six or seven feet (one or two metres) above the

ground. It is a good plan to enclose the reservoir of the rain-gauge in a wooden box, in which, during frost or snow, one or two small oil lamps may be placed. This method, besides preserving the rain-gauge, has the great advantage of giving exactly all the snow which falls upon the funnel. This snow adheres to the funnel and melts upon it, and cannot be carried off by the wind.

Rain-gauges are often placed upon roofs: but this position is very defective, and should not be adopted unless no other arrangement is possible. In this case the resulting error should be determined by comparisons with a rain-gauge placed as just described. The error is particularly important at times and in places where high winds prevail.

**Choice of Hours of Observation.**—This is a matter of great importance. It is a little complicated by the circumstance that it should equally suit both the thermometer and the barometer. It is desirable, moreover, that the observations should assist in the great general work carried on by all the meteorologists of Europe, of which a *résumé* appears in the *Bulletin International de l'Observatoire*. This investigation rests specially upon the observations of 8 a.m. in winter and 7 a.m. in summer. The system of hours, which is in all respects preferable (irrespective of the observations of seven or eight o'clock), consists in observing all the instruments at 4h. 10m. morning and evening, as it gives perfect means of the temperature, humidity, tension of vapour and atmospheric pressure, and also the two maxima and the two minima of the latter, the minima and the maxima of temperature being furnished by the index thermometers. Four o'clock in the morning being an inconvenient hour, observers may substitute for it six, seven, or eight o'clock a.m. at their pleasure, giving the preference to the earliest hour. In this way the true means are certainly not obtained, but the slight error caused by the alteration of the morning hour of observation may be corrected in the monthly means. Six o'clock in the morning and two and ten o'clock p.m., or 7 a.m. and 2 and 9 p.m. will also furnish a good system of observations, which, however, should not be adopted, except when a long series of observations has already been made upon the same model. In any case the observation of the maximum and minimum of temperature should never be neglected.

We pass over the instructions relative to the recording of winds and general atmospheric conditions; the necessity of noting all uncommon atmospheric perturbations with the greatest care is, of course, strongly insisted on.

The "Meteorological Journal" is a *sine qua non*, and the *Association Scientifique* volunteer to suggest forms to suit the requirements of all observers on the receipt of information as to the hours chosen for observation and the instruments which it is intended to employ. *The Reader.*

## V. Departmental Notices.

### 1. DEPARTMENTAL REGULATIONS FOR THE METEOROLOGICAL STATIONS OF UPPER CANADA.

Each observer, at the Grammar School Stations, is required,—

- I. To adhere strictly to the directions contained in the book of "General Instructions for making Meteorological Observations."
- II. To follow carefully the instructions in the "Synopsis of Daily Routine of Observation," (on next page).
- III. To keep accurately the following Registers:

- |           |  |
|-----------|--|
| 1st Book. | Form A.—The Ordinary Daily Register Book.                    |
|           |  |
|           | " B.—The Daily Register of certain Quantities for the Month. |
|           | Form C.—Monthly Abstracts of Meteorological Observations.    |
| 2nd Book. | " D.—The Monthly Abstract continued.                         |
|           | " E.—The Annual Summary Meteorological Observations.         |
| 3rd Book. | The Meteorological Record Book, Upper Canada.                |

- IV. To transmit punctually to the Department, at the close of each month, duly certified, the following abstracts—of which forms are gratuitously issued for that purpose:

1. Form C.—Monthly Abstract of the Daily Record of Meteorological Observations.
2. Form D.—Monthly Abstract of the Daily Record of Barometer, Temperature, Auroras, Meteors, &c.;—and at the end of the year, as above.
3. Form E.—Containing an Annual Summary of Meteorological Observations at the Station.



- V. To receive back and promptly return, duly corrected, any of the abstracts or forms returned for correction. (N. B. These returns are to be prepaid by the sender with one cent stamp, as authorized by the Honourable the Postmaster General.)
- VI. All instruments and Registers, after the first supply has been furnished, are to be procured from this Department at the cost of each Station. The monthly and yearly forms to be transmitted to the Department are supplied gratuitously to the observers on their application.
- VII. One-third of the maximum sum allowed by law to each Station will be paid by the Department at the end of the first half year, on receipt, at the times specified, of the foregoing, and such other abstracts as the Department may require, provided they are found to be correct and prepared in accordance with the instructions which have been issued on the subject. The remaining two-thirds of the allowance will be paid at the end of the second half-year, on receipt of the monthly and yearly abstracts, on the same conditions as above.
- N. B. The omission to take and record observations during any one month, or portion of a month, will subject the station to a loss of Thirty Dollars;—or the failure to transmit regularly to the Department the required monthly or yearly forms, will subject the Station to the loss of the allowance for the half-year during which the omission or failure takes place.

NOTE.—The section of the Grammar School Improvement Act of 1865, authorising these Meteorological observations, is as follows:—  
 “Each of the Grammar School Meteorological stations, at which the daily observations are made, as required by law, shall be entitled to an additional apportionment out of the Grammar School fund, at a rate not exceeding fifteen dollars per month for each consecutive month during which such duty is performed and satisfactory monthly abstracts thereof are furnished to the Chief Superintendent, according to the forms and regulations provided by the Department of Public Instruction; but the number and locality of such meteorological stations shall be designated by the Council of Public Instruction with the approval of the Governor in Council.”

## 2. DEPARTMENTAL REGULATIONS FOR THE METEOROLOGICAL STATIONS OF U. C.

### SYNOPSIS OF THE DAILY ROUTINE OF OBSERVATION.

HOURS OF OBSERVATION: *Seven a.m.; One p.m.; and Nine p.m.*

I. BAROMETER. 1. Gently tap the tube. (Section I., Article 1, page 5, of the *General Instructions for making Meteorological Observations at the Grammar School Stations in Upper Canada*, 1857.)

2. Read the attached thermometer.
3. Adjust the cistern.
4. Adjust the index.
5. Read the scale and vernier.

II. THERMOMETER. 1. Read the dry-bulb thermometer. (Sec. I., Art. 2, page 7, of do.)

2. Read the wet-bulb thermometer. (Sec. I., Art. 7, page 10, of do.)

3. Repeat the reading of the dry-bulb thermometer. (Sec. I., Art. 7, page 11, of do.)

III. WIND AND CLOUDS. Note the direction and velocity of the wind (Sec. II., Arts. 9, 10, page 12 and 13); the amount of cloudiness (Art. 11, page 13); the general appearance of the sky (Sec. III., Art. 27—30, page 19), including the class, distribution, and motion of the clouds, (See note below), with the state of the weather generally.

NOTE.—(1) In the column headed “clouds in motion,” in *Monthly Abstract*, Form C, instead of describing the *class* of clouds, observers should enter the point of the compass from which the clouds are moving. If the clouds seem to be stationary, write “calm,” if there be no clouds, write “clear.” As in the case of wind, the direction will be indicated by the nearest of the eight principal points. Attention is called to the fact that, in many instances, observers, instead of invariably entering the letters which indicate the winds, direction in the column headed “wind direction,” have, here and there, supplied their places by a blank or stroke (—), thus leaving the direction uncertain. This substitution of a stroke for the

proper letters should be avoided, and if the observation has been omitted the fact should be notified on paper.

SPECIAL. 1. At 1 p.m. measure the rain (Sec. I., Art. 8; Sec. III., Arts. 36—38, page 22).

2. At 9 p.m. read the maximum and minimum thermometers, and re-set them (Sec. I., Arts. 4, 5, page 8).

## 3. NORMAL SCHOOL FOR UPPER CANADA.

The next Session of this institution will commence on Monday, the 8th of January, 1866. Candidates should present themselves during the first week of the Session.

## 4. SCHOOL REGISTERS SUPPLIED THROUGH LOCAL SUPERINTENDENTS.

School Registers are supplied gratuitously, from the Department, to Common and Separate School Trustees in Cities, Towns, Villages and Townships by the County Clerk—through the local Superintendents. Application should therefore be made direct to the local Superintendents for them, and not to the Department.

## 5. NO PENSIONS TO COMMON SCHOOL TEACHERS UNLESS THEY SUBSCRIBE TO THE FUND.

Public notice is hereby given to all Teachers of Common Schools, or Teachers of the English branches in Grammar Schools, who are legally qualified Common School Teachers in Upper Canada, who may wish to avail themselves at any future time of the advantages of the Superannuated Common School Teachers' Fund, that it will be necessary for them to transmit to the Chief Superintendent, if they have not already done so, their subscriptions, at the rate of \$5 per annum for each preceding year, commencing with 1854, and at the rate of \$4 per annum for the current year's subscription. The law authorizing the establishment of this fund provides, “*That no teacher shall be entitled to share in the said fund who shall not contribute to such fund at least at the rate of one pound per annum.*” No pension will be granted to any teacher who has not subscribed to the fund, in accordance to the preceding regulations of the Council of Public Instruction.

## 6. POSTAGE REGULATION IN REGARD TO GRAMMAR AND COMMON SCHOOL RETURNS.

All official returns which are required by law to be forwarded to the Chief Superintendent, or a Local Superintendent, and which are made upon the printed blank forms furnished by the Educational Department, must be pre-paid, at the rate of one cent, and be open to inspection, so as to entitle them to pass through the post as printed papers. No letters should be enclosed with such returns. A neglect to observe this regulation has repeatedly subjected this Department to an unnecessary charge of 14 cts. and 21 cts. on each package, including the Post-office fine of nearly fifty per cent. for non-payment.

## 7. COMMON SCHOOL MANUAL FOR UPPER CANADA.

A copy of the last edition of the Common School Manual for Upper Canada, is supplied gratuitously to all new School Sections in Upper Canada. To other Sections the price is thirty-five (35) cents, including postage, which is now payable in advance.

All Local Superintendents retiring from office, are required by law to hand over to their successors the copies of the School Manual furnished to them by the Department, and all other official school documents in their possession. Extra copies of the Local Superintendent's Manual can be furnished for fifty (50) cents, including postage.

ADVERTISEMENTS inserted in the *Journal of Education* for 20 cents per line, which may be remitted in postage stamps, or otherwise.

TERMS: For a single copy of the *Journal of Education*, \$1 per annum, back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must in all cases accompany the order. Single numbers, 10 cents each.

All communications to be addressed to J. GEORGE HOBBS, L.L.B., Education Office, Toronto.













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